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ABSTRACT

This report describes a program for improving reading fluency in the classroom. The researchers worked with their students to increase their word recognition rate and accuracy within a text. The emphasis was on their ability to appropriately and consistently model reading with expression and intonation. The targeted population consisted of first and second grade students in two midwestern communities of average income levels. The problem of poor reading fluency was evident through teacher observation, parent and student feedback and reading miscue assessments. Literature showed several contributing factors responsible for the probable cause. One factor was that the text was too difficult for students. Another factor was that there was not enough individual help in the classroom and too much whole language. Also, lack of time spent on reading with expression and intonation was a problem. Lastly, students needed to see a consistent relationship between school and home, and should have received appropriate modeling from parents and teachers. A review of solution strategies suggested by professional sources and educational literature resulted in the selection of many interventions. Classroom time was spent on repeated readings by including a variety of meaningful activities. This included incorporating poetry into daily classroom activities, developing a home/school reading relationship to reinforce what was happening at school, and individualizing instruction for meeting the needs of students at their appropriate level. This was enforced by using a structured reading framework. Findings indicated that targeted students at all sites increased their reading fluency. The paper contains 30 references, 2 tables, and 51 figures of data. Appendixes contain a permission letter, parent and student reading attitude survey instruments; oral reading observation forms; a miscue analysis form; tally sheets; data from surveys administered at both sites and to parents and students; and data from oral reading observation forms. (Author/RS)

ED 455 503

IMPROVING READING FLUENCY

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Requirements for the Degree of Master of Arts in Teaching and Leadership

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ABSTRACT

Authors: Patricia A. Brennan, Cheri Petras Leidig, and Giovanna G. Picicco

Date: April, 2001

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This report describes a program for improving reading fluency in the classroom. The researchers worked with their students to increase their word recognition rate and accuracy within a text. The emphasis was on their ability to appropriately and consistently model reading with expression and intonation. The targeted population consisted of first and second grade students in two midwestern communities of average income levels. The problem of poor reading fluency was evident through teacher observation, parent and student feedback and reading miscue assessments.

Literature showed several contributing factors responsible for the probable cause. One factor was that the text was too difficult for students. Another factor was that there was not enough individual help in the classroom and too much whole language. Also, lack of time spent on reading with expression and intonation was a problem. Lastly, students needed to see a consistent relationship between school and home, and should have received appropriate modeling from parents and teachers.

A review of solution strategies suggested by professional sources and educational literature resulted in the selection of many interventions. Classroom time was spent on repeated readings by including a variety of meaningful activities. This included incorporating poetry into daily classroom activities, developing a home/school reading relationship to reinforce what was happening at school, and individualizing instruction for meeting the needs of students at their appropriate level. This was enforced by using a structured reading framework.

This accomplishment would not have been possible without the support of our families and friends. Special dedications go to the following people:

Patricia dedicates this book to her aunt and uncle, Ruth and Bud Carroll.

Cheri dedicates this book to her husband, Rick, and her son, Jack.

Giovanna dedicates this book to her mother and father, Felicia and Mario Picicco.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted first and second grade classrooms exhibit some deficiencies in the development of their reading fluency. These deficiencies are evident in the students' poor word recognition rate and accuracy within a text, and their inability to appropriately and consistently model reading with expression and intonation. Evidence for the existence of the problem includes teacher observation, parent and student survey responses and reading miscue assessments.

Immediate Problem Context

For the purpose of this study, we will refer to the schools as Sites A, B, and C. Sites B and C are in the same district.

Site A

Targeted Site A is a three story building accommodating classrooms for kindergarten through eighth grade with an enrollment of 485 students. Site A has been providing educational services since 1928. A wrought iron fence surrounds a field, playground and baseball diamond on the school grounds. The majority of the students are within walking distance from the school. There are three buses that provide transportation for the students who receive special education. The racial-ethnic grouping consists of 68.9% Caucasian, 18.4% Hispanic, 7.8% African-American, 4.5% Asian/Pacific Islander, and 0.4% Native-American. The majority of the students are from middle class families. Approximately 25.8% of the students receive public aide due to low income. The school does not have a chronic truancy problem and the average daily attendance record is 94.6% with the student mobility rate at 14.3% which are the students who were enrolled or left the school midyear. (School Report Card, 1999)

Site A has an average class size of 27.5 students. A phone system was recently installed in each classroom. Each classroom has an Apple computer with a variety of programs. The school is equipped with a library and adjacent computer lab accessible to students twice a week. Site A has a physical education program and an art program. The children attend physical education one period a week for 40 minutes and have art one period a week for an hour. There are specialized teachers for physical education, art, library, and computers. Site A provides services for students with special needs and inclusion children. Speech teachers, communicative disorders specialists and social workers are also available if needed. . Site A participates in the Lighthouse Program that provides at-risk children with tutorial services. Grades 1st to 8th have the opportunity to participate in Great Books. Fourth grade students have the opportunity to join the school band.

The curriculum uses a combination of textbooks and trade books. Science, math and social studies are a hands-on program with an emphasis on problem solving. Students are instructed in the five major subject areas. Specialized programs are also available to meet the needs of all students. The reading curriculum uses trade books along with a whole language approach.

The school year is divided into quarters with report cards distributed at the end of each quarter. Parent/Teacher conferences are held twice during the school year, once in the fall and again in the spring.

There are four regions within our district, Site A operates within Region 1. The teachers within the district are 45.3% Caucasian, 41.1% African-American, 11.0%

Hispanic, 2.1% Asian/Pacific Islander, and 0.4% Native-American. Among the teachers, 76.7% are female and 23.3% are male. Salaries for teachers average $48,879. Salaries for administrators average $84,165. The district has an average teaching experience of 14.8 years and 45.1% of the teachers have a masters' degree or higher. (School Report Card, 1999)

Site A is a medium size classroom with two doors, each leading to the hallway. There is a blackboard at the front of the room, and bulletin boards on two other walls. One bulletin board contains the class calendar with student work, another bulletin board contains the class "Word Wall". There are windows along the fourth wall that reach up to the ceiling. Throughout the day, the classroom receives afternoon sunlight from these windows. The students' desks are in groups of four or five, with 5 tables in total. There is a large rug area in the back of the room which is designated our "Reading Area." Here, the students sit to do their reading, either individually, in partners, or by someone. The classroom is located across from the main office. The children each have their own designated lockers which are located outside the classroom.

Site B:

Targeted Site B is a suburban kindergarten through fifth grade elementary school in a large Midwestern metropolitan area with an enrollment of 489 students. The students population of the school is 87.3% White, 8.8% Asian/Pacific Islander, 3.5% Hispanic and 0.4% Black. Of the 489 students enrolled, 1.0% is from low-income families and 7.0% have Limited-English-Proficiency. 96.2% of the students attend school daily and there is no chronic truancy reported. The student mobility rate during the school year is 2.9% (State School Report Card, 1999).

Site B is staffed with a principal, a full-time secretary, a part-time office associate, a full-time health clerk, 22 full-time self-contained classroom teachers, four full-time special education teachers, a full-time and a part-time gifted teacher, a full-time art teacher, a full-time and two part-time music teachers, two full-time and two part-time physical education teachers, a full-time and a part-time foreign language teacher (Spanish and French), two part-time instrumental music teachers, a full-time Learning Resource Center (LRC) Director, a full-time LRC assistant, a full-time and a part-time computer assistant, two full-time speech pathologists, a full-time Transitional Program of Instruction (TPI), teacher a part-time Academic Achievement teacher, a Curriculum Specialist for Science/Technology, four full-time and two part-time teacher assistants, and three full-time custodians. The entire staff consists of eight male staff members (including the principal) and 59 female staff members.

In the school district of Target Site B, the average teaching experience is 12.1 years. In the district, 41.4% of the teachers have a bachelor's degree and 58.6% have a masters degree or above. The average pupil-teacher ratio in an elementary classroom is 15.4:1, the pupil-certified staff ratio is 11.3:1 and the pupil-administrator ratio is 262.5:1. The average teacher salary in the district is $49,745.00 and the average administrator salary is $86,902.00 (State School Report Card, 1999).

The school structure of Target Site B is a one-story kindergarten through fifth grade building built in 1956. The building houses three sections of kindergarten and four sections of first to fifth grade. This building also houses a physically challenged classroom with one teacher and assistant, one part-time occupational therapist (OT), one part-time physical therapist (PT), and one vision consultant. A new addition and remodeling was completed for the 1991-1992 school year with 10 classrooms and a multi-purpose room. The building now has 22 regular classrooms, seven rooms for special services, an auditorium which is also used for music classes, and an excellent Learning Resource Center with one computer lab. There are more computers in each classroom and the school is fully networked so that each classroom has access to the Internet and e-mail.

Students are provided instruction in five major subject areas with a variety of specialized programs to meet the needs of all the students. Textbooks and trade books are used for the language arts program. Each grade level has a reading series with a wide variety of materials. Five rooms are piloting new reading programs so that one can be adopted for the 2002-2003 school year. Spelling, English, and handwriting books are available, but are optional. Math is a hands-on or textbook program, since all grade levels do not use the same series. Social Studies is textbook-based, but all the various extra materials are available for use if desired. Science and health are hands-on programs with the Officer Friendly and Officer DARE Programs provided. There are specialized teachers for physical education, music, art, and the LRC. Students who qualify may receive services from resource teachers, an academic achievement specialist, speech pathologists, gifted teachers, social workers, and a bilingual teacher. There is a Foreign Language Program for all students from 2nd to 5th grade. 2nd, 3rd, and 4th graders have Spanish class for ninety minutes a week and 5th graders have French for ninety minutes a week. There is a well-equipped computer lab with a full-time assistant and 26 computers. The 4th and 5th graders have the opportunity to participate in Safety Patrol, Battle of the Books, Science Club, Chorus, and Instrumental Music. All grade levels participate in Student Council and Great Books.

In addition to the regular curriculum offered in the classroom, the district provides physical education, art, music, and a Transitional Program of Instruction (TPI) for the English as a Second Language (ESL) students. Each school offers a program in special, resource, and gifted education. A speech pathologist and a social worker are available in each building. The district provides buses for students who qualify. There is also a parent supported and administered lunch program in which most of the students participate. There is a parent-paid before school program and extended day care to meet the needs of students and parents. The school year is divided into trimesters and a report card is sent home at the conclusion of each trimester. The teacher and parent have one mandatory conference in the fall and one spring conference, which is optional. The district model for classroom discipline is to provide a wholesome learning atmosphere for all by being firm, but fair. Staff members try to help students understand self-discipline. The staff, parents, and community work together to enable students to be socially and emotionally ready to learn so they can achieve their fullest potential and lead successful, happy lives.

Site B has four classrooms of every grade and three sections of kindergarten. The average class size is 21. This year, the grade levels were cluster-grouped so that gifted students were placed in two rooms and the special needs students were placed in two rooms. This is a very difficult situation for all concerned. The teachers at all grade levels who have the special needs students have expressed major concerns about cluster-grouping. It has been decided that for the 2000-2001 school year, the classrooms will have heterogeneous grouping which means that the students will be evenly divided by ability among the four classrooms at each grade level.

Site C:

Targeted School C with an enrollment of 528 students, is a suburban kindergarten through fifth grade elementary school in a large midwestern metropolitan area. The student population of the school is 93.6% White, 3.2% Hispanic, 2.3% Asian/Pacific Islander, 2% Native American, and 0.8% Black. Of the 528 student body, 0.8% are from low income families and 0.4% have limited English proficiency. 96.5 % of the students are in daily attendance, and there is no chronic truancy reported. The student's mobility rate during the school year is 2.1% (State School Report Card, 1999)

Site C is made up of a principal, a full-time secretary and a part-time health clerk, 23 full-time self-contained classroom teachers, four full-time special education teachers, a full-time and a part-time music teacher, a full-time art teacher, two full-time and a part-time physical education teachers, a full-time and a part-time foreign language teacher, three part-time instrumental music teachers, a full-time computer assistant, a full-time social worker, a full-time and a part-time speech pathologist, a part-time English as a Second Language (ESL) tutor, a part-time Academic Achievement teacher, a part-time occupational therapist, seven full-time and three part-time teacher assistants, and three full-time custodial staff. Of this entire staff, there are eight male staff members (the principal being one of these) and 58 female staff members.

In the school district of Site C the average teaching experience is 12.1 years. Within this district, 41.4% of the teachers have a bachelors degree and 58.6% of the teachers have a master's degree and above. The average pupil-teacher ratio in the elementary classrooms is 15.4:1. The pupil-certified staff ratio is 11.3:1. The pupil administrator ratio is 262.5:1. The average teacher salary in the district is $49,745 and the average administrator salary is $86,902 (State School Report Card, 1999).

The school structure is a two story kindergarten through fifth grade building built in 1953. Presently there are 32 classrooms on two floors, a multi-purpose room, an auditorium, and a Learning Resource Center with a computer laboratory. Each classroom is equipped with at least two Power Macintosh computers. Some classrooms are called "connected classrooms" which means they have a minimum of five Macintosh computers that are all networked and all have Internet access. There are four sections, therefore, four classrooms, at each grade level. The school also houses one special needs first grade classroom that serves the district, three educational resource classrooms, one classroom for a pull out gifted program for grades third through fifth along with a primary enrichment program for grades kindergarten through second. This year the grade levels were cluster-grouped so that gifted students were placed in two rooms and the special needs students were placed in two rooms.

The curriculum uses a combination of textbooks and trade books. Science is a hands-on program. Math is hands-on in the primary grades and textbook based in the intermediate grades. Health and social studies are primarily textbook based with trade books being integrated. The reading program is a literature-based trade book with teachers having the option of using novel sets. Textbooks are provided for spelling, language arts, and handwriting, but additional resources can be substituted. Specials teachers cover the additional subjects of physical education, music, art, and foreign language. The school is equipped with one computer lab with a full-time teacher assistant. Intermediate grades four and five have the option of participating in instrumental music, chorus, and Battle of the Books. Before and after school programs include additional foreign language instruction and extended day care services. Lunchtime instruction includes an optional Great Books program, monthly Student Council meetings, a technology club and a school newspaper group.

Site C is a fairly large classroom with a connected workroom. The teacher at Site C uses the workroom mostly as an office, although occasionally students may work there with the resource teacher individually or in a small group. Access to the bathroom is also reason for passing through the workroom. The classroom only has one doorway that leads into the hallway of the school. The entire east wall of the classroom is made up of large windows approximately six feet tall. This adds a lot of natural light to the room. The rest of the wall space in the room consists of chalkboards and bulletin boards. One entire eight feet bulletin board is designated as "The Word Wall." Desks are usually pushed together to form four groups made up of five or six students each. All classrooms and hallways of Site C are carpeted.

The Surrounding Community

Site A:

Site A is located approximately 15 miles west of a large midwestern city. The current population is 35,405. The median value of homes in this area is $189,000 with the average median household income at $55,831. People enjoy this quiet, easy-going town, therefore there is little turnover in housing markets. The majority of homes includes single family dwellings, such as bungalows, split levels, and colonials. The number of households has remained steady. Students have the opportunity of enjoying two different parks in the area, along with joining a variety of youth programs such as soccer, baseball, football, basketball, and swimming. There is also a forest preserve nearby. A nearby library offers a variety of reading programs throughout the year.

Sites B and C

Site B and Site C are located in a suburb of a large midwestern metropolitan city. It has a city form of government with a mayor, a city manager and a city council with two aldermen elected from each of the seven wards. It is 7.1 square miles and is located 15 miles northwest of a large metropolitan city and 1.5 miles east of a major airport. The community has a large park district with a variety of programs for residents of all ages, a contemporary library system, retail shopping, and a hospital, but there is no industry at the present time.

The conservative community is a quiet, family-oriented, safe place to live. It is an older community with most of the homes built between 1920 and 1960 and a majority of them built in the 1950's. Since there is very little land available for residential building, the recent trend has been to replace older homes with new homes. The number of housing units is 14,288. Of this number, 78% are single-family homes, 19% multi-family, and 3.0% town homes. The average sale price of a housing unit is 275,671, but range in value from over $1 million to $71,500. The average apartment rent is $670 a month.

The community was first settled in the mid-1830's. The village was founded on July 4, 1873 and was incorporated on April 19, 1910.

This community is classified as suburban metropolitan residential. 48% of its 7.1 square miles area is residential land and none of it is rural or farm land. The population of this quiet tree-lined community is 37,360. Of this population, 53.2% are female and 46.8% are male. The racial ethnic background of the population is 35,034 White, 1382 Asian/Pacific Islander, 717 Hispanic, 189 Black and 38 Native- American. The median age of the residents is 44.7 years and the population by age group is provided in the following table.

Table 1
Population by Age Groups

75 years and over	8.2 percent
65-74 years	10.5 percent
55-64 years	12.9 percent
45-54 years	12.7 percent
25-44 years	27.4 percent
18-24 years	7.9 percent
17 years or less	20.4 percent

There are 14,131 households with a median income of $52,817, a mean income of $78,375 and a per capita income of $26,150. There are an estimated 600 persons below the poverty level in the community. The distribution of income by household is reelected in the following table.

Table 2
Distribution of Income by Household

$22,499 or less	14.0 percent
$22,500 - 34,999	14.2 percent
$35,000- 44,999	11.2 percent
$45,000- 59,999	18.2 percent
$60,000- 74,999	12.4 percent
$75,000- 99,999	10.5 percent
$100,000- 149,000	10.5 percent
$150,000 or more	5.8 percent

The labor force of this community has 18,031 members with 17,346 actively employed and 3.8 percent or 685 members unemployed. There are 450+ retail/service businesses and 33 trade associations in the community. Auto sales and service account for the largest percent of retail sales and there are five main shopping areas.

The community has many educational opportunities for its residents. There are seven pre-schools and kindergartens, five elementary schools and two middle schools in the district, three high schools in the district, four parochial schools, two special schools, two professional schools, and one community college in a neighboring suburb.

National Context of the Problem

> Fluency is the ability to read expressively and meaningfully as well as accurately and with appropriate speed. Although frequently unmonitored in formal reading programs, it is an appropriate and necessary goal of the reading curriculum. Unfortunately, the 1994 National Assessment of Educational Progress reports that 45% of all fourth graders tested in the United States are not fluent readers. Only 13% were able to meet the highest level of fluency in their reading (Rasinski, 1999, p. 24).

Even though varying methods may be used to teach children how to read, at least 20 percent of them cannot master their task without additional help because they consistently read in broken chunks, stopping and starting frequently, skipping over words or mispronouncing them altogether. This becomes obvious to their classmates when they are asked to read orally and eventually wears on their self-esteem (Bock, 1999).

One of the best ways to develop fluency is through "extensive contextual reading experience" (Barr and Johnson, 1991, p.24). Gregg (1999) adds that children who are struggling readers do not like to read and therefore do not get enough practice to ever become fluent.

According to Fountas and Pinnell (1996), fluency is also related to performance on tests of reading comprehension. Some students score very low on comprehension tests because their reading is so broken up they can not pay attention to the meaning of the words they are decoding. Students should not be experiencing difficulty with word identification or comprehension. If they are, then "the material they are reading may be too difficult and they will never achieve fluency" (Barr and Johnson, 1991, p.191).

A text is considered too difficult if the reader is given background and support and still cannot read at least 90 percent of the words accurately. If the text is too hard, the reader cannot apply the reading strategies he has been taught for applying meaning (Fountas and Pinnell, 1996).

Some children are in classrooms where they must take part in "whole class" reading where everyone reads the same text. They struggle greatly just trying to keep up with other more fluent readers and have difficulty processing what is being read. Fountas and Pinnell (1996, p. 80), compare this "to being like performing in a choir without knowing the music or the words". It is because of situations like this that fluent reading problems continue even into the intermediate grades (Barr and Johnson, 1991).

Students are considered fluent readers only if they read both familiar and unfamiliar selections with the "appropriate intonation, phrasing and pace" (Barr and Johnson, 1991, p. 23). Most children can do this with stories they have read many times, but not with their first reading of a story.

Reading fluency is crucial to the development of a successful reader. Dorn, French and Jones (1998) emphasize the enormity of the problem citing several other sources to state the facts:

Research indicates that if children do not become successful readers by the end of third grade, it is very difficult for them to catch up with their peers in later years. Clay (1993) explains that inappropriate reading habits can be a real stumbling block to higher levels of understanding. The probability that a child who is a poor reader at the end of first grade will remain a poor reader at the end of fourth grade is 88% (Juel 1988). This alarming figure is emphasized in the extensive work of Barr and Parret (1995), who stress that all children need to learn to read successfully before the end of third grade. The role of the classroom teacher is a critical factor in ensuring the success of struggling readers (Dorn, French, and Jones, 1998).

Bock (1999) adds to the seriousness of the situation by relating the reality of existing in a society of struggling readers:

> About ten million children have difficulties learning to read. From 10 to 15 percent eventually drop out of high school; only 2 percent complete a four-year college program. Surveys of adolescents and young adults with criminal records show that about half have reading difficulties. Similarly, about half of youths with a history of substance abuse have reading problems (Bock, 1999).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the lack of reading fluency in our first and second grade students, we conducted parent and student surveys, completed Oral Reading Observation evaluations and conducted Reading Miscue Assessments.

A parent survey called the "Reading Attitude Inventory" was distributed on Parent's Night in September. Parents were encouraged to complete this survey before departing or return it by the end of the week. At Site A, all 26 of the surveys were returned. At Site B, 17 of 19 surveys were returned. At Site C, 20 of 21 surveys were returned.

The "Student Reading Attitude Inventory" was distributed around the same time in September. It was completed with the teacher reading aloud one question at a time as students chose the appropriate answer. At Site A, 26 student surveys were completed. At Site B, 19 student surveys were completed. At Site C, 21 surveys were completed.

The purpose of these surveys was to get the most accurate perception of each student's reading attitudes and habits. From these surveys the researchers could see how the student felt about reading in different situations, what the preferred method of reading was and how often they were presently reading at home. Parents and students answered questions that paralleled each other. Because of this, their responses could be compared, and between the two, a realistic picture could be gained. Parents knew a little more of what teacher expectations might be and skew their answers to meet these expectations. Yet, compared to students, parents have had more experience completing surveys and the task of completing them accurately is greater. Students, especially in the first and second grades, have a poor concept of time, so this might prevent them from answering certain questions appropriately. However, they do tend to be more honest about their feelings because they did not know what the expectations were. Students with a higher number of miscues tend to be uncomfortable reading orally. Therefore, the results of the students' oral reading observation, as well as the reading miscue assessment, were helpful while evaluating.

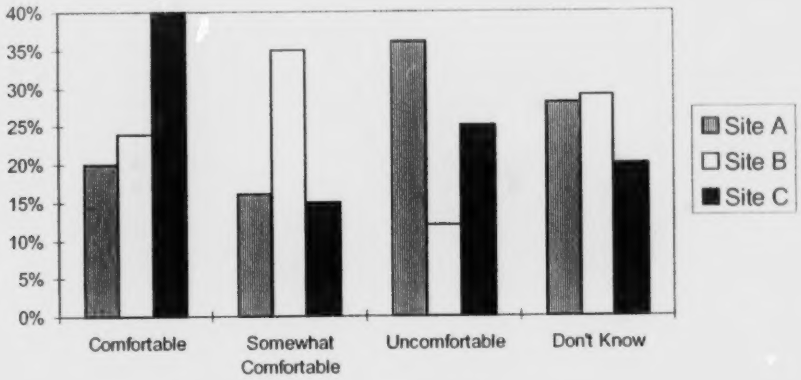

Figure 1- Parent Survey- How does your child feel about reading in front of the class?

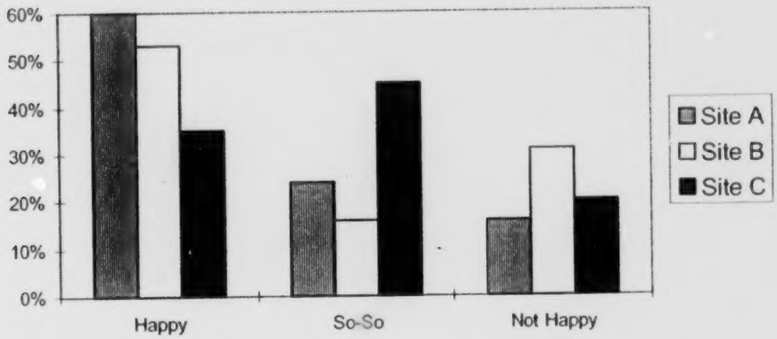

Figure 2- September Student Survey- How do you feel when your teacher asks you to read aloud in front of the class?

Figure 1 shows the results when parents were asked in the "Reading Attitude Inventory for Parents" how their child felt about reading aloud in front of the class. At Site A, 20% of the parents said their child was "comfortable", 16% said they were "somewhat comfortable", 36% said they were "uncomfortable" and 28% said they "did not know" how their child felt. At Site B, 24% of the parents said their child was "comfortable", 35% said they were "somewhat comfortable", 12% said they were "uncomfortable" and 29% said they "did not know" how their child felt. At Site C, 40% of the parents said their child was "comfortable", 15% said they were "somewhat comfortable", 25% said they were "uncomfortable" and 20% said they "did not know" how their child felt.

Figure 2 shows the results when students were asked in the "Student Reading Attitude Inventory" how they felt about reading aloud in front of the class. At Site A, 60% of the students said they were "happy", 24% said they were "so-so" and 16% said they were "not happy". At Site B, 53% of the students said they were "happy", 16% said they were "so-so" and 31% said they were "not happy". At Site C, 35% of the students said they were "happy", 45% said they were "so-so" and 20% said they were "not happy".

After analyzing the results of these surveys several things were apparent. Site B's parent responses of "comfortable" and "somewhat comfortable" combined to represent almost 90% of the class. This comfort level was much greater than Sites A and C reported, and might be due to the fact that the students at Site B were second graders and had one more year of reading experience and instruction behind them. The student responses of "happy" and "so-so" could be paralleled to the parent's response of "comfortable" and "somewhat comfortable". Overall, about 50% of the classes at each site reported that they were "happy" to read aloud in front of the class. The students' responses to each comfort level were very similar at each site. However, as the parents' responses to their child's comfort level show greater differences between sites.

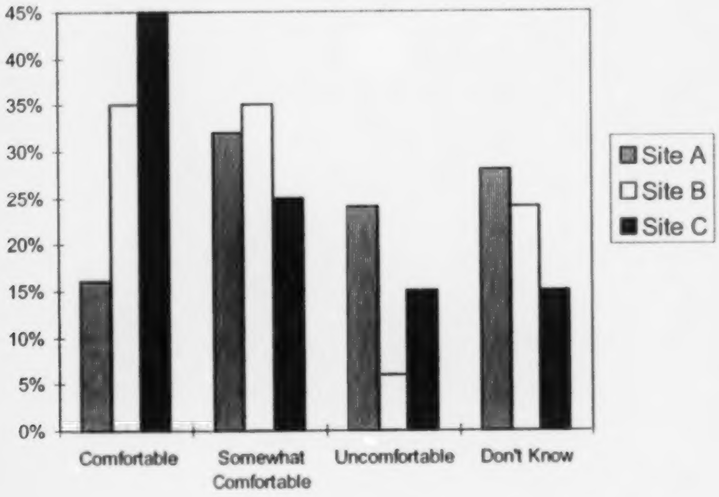

Figure 3- Parent Survey- How does your child feel about reading to the teacher?

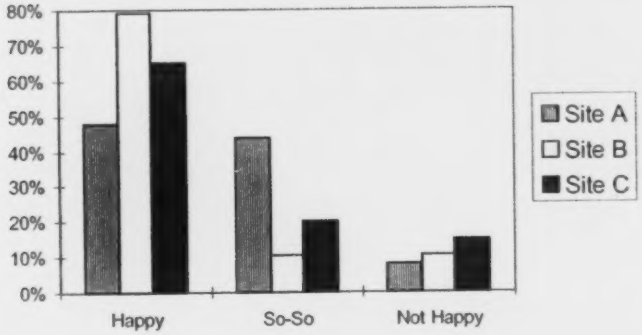

Figure 4-Student Survey- How do you feel when you read to the teacher?

Figure 3 shows the parents' responses to how their children felt about reading aloud to the teacher. At Site A, 16% of the parents said their child was "comfortable", 32% said they were "somewhat comfortable", 24% said they were "uncomfortable" and 28% said they "did not know" how their child felt. At Site B, 24% of the parents said their child was "comfortable", 35% said they were "somewhat comfortable", 12% said they were "uncomfortable" and 29% said they "did not know" how their child felt. At Site C, 40% of the parents said their child was "comfortable", 15% said they were "somewhat comfortable", 25% said they were "uncomfortable" and 20% said they "did not know" how their child felt.

Figure 4 shows the students' response to how they felt about reading aloud to the teacher. At Site A, 48% of the students said they were "happy", 44% said they were "so-so" and 8% said they were "not happy". At Site B, 79% of the students said they were "happy", 10.5% said they were "so-so" and 10.5% said they were "not happy". At Site C, 65% of the students said they were "happy", 20% said they were "so-so" and 15% said they were "not happy".

Parent responses showed that children felt a lot more uncomfortable about reading to the teacher than the students reported. In general, students appeared to be more comfortable reading to the teacher than they were reading in front of the class. Less than 10% of the students at each site reported being "not happy" about reading to the teacher. The percentages were much higher in the student responses than parents responses. Perhaps this was due to the fact that approximately 20% of the parents reported that they "did not know" how their child felt about reading aloud in front of the class.

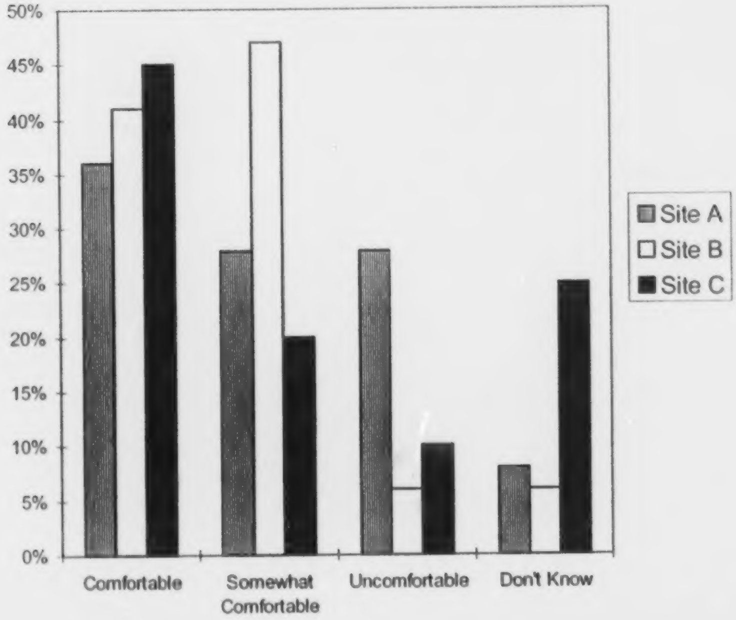

Figure 5- Parent Survey- How does your child feel about his/her ability to read orally?

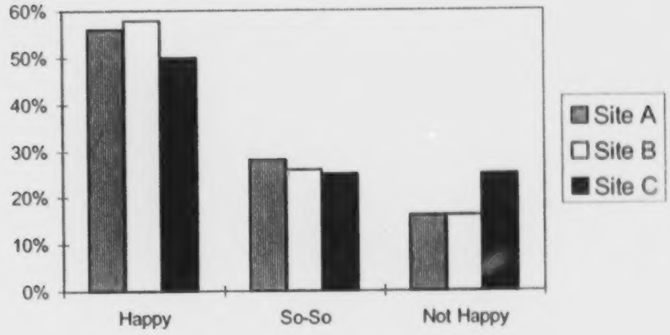

Figure 6- Student Survey- How do you feel about how you read?

Figure 5 shows the parents' responses to how their children felt about his/her ability to read orally. At Site A, 36% of the parents said their child was "comfortable", 28% said they were "somewhat comfortable", 28% said they were "uncomfortable" and 8% said they "did not know" how their child felt. At Site B, 41% of the parents said their child was "comfortable", 47% said they were "somewhat comfortable", 6% said they were "uncomfortable" and 6% said they "did not know" how their child felt. At Site C, 45% of the parents said their child was "comfortable", 20% said they were "somewhat comfortable", 10% said they were "uncomfortable" and 25% said they "did not know" how their child felt.

Figure 6 shows the students' response to how they felt about how they read. At Site A, 56% of the students said they were "happy", 28% said they were "so-so" and 16% said they were "not happy". At Site B, 58% of the students said they were "happy", 26% said they were "so-so" and 16% said they were "not happy". At Site C, 50% of the students said they were "happy", 25% said they were "so-so" and 25% said they were "not happy".

These answers are consistent with the numbers on the previous graphs. A correlation can be made between student's comfort level with his or her own oral reading ability and his or her comfort level reading to the teacher or the class. Parents again reported honestly, this time almost 25% saying they do not know how their child feels.

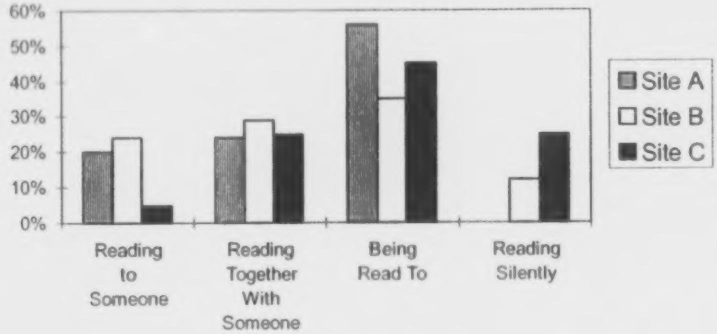

Figure 7- Parent Survey- Type of reading parents think their child prefers.

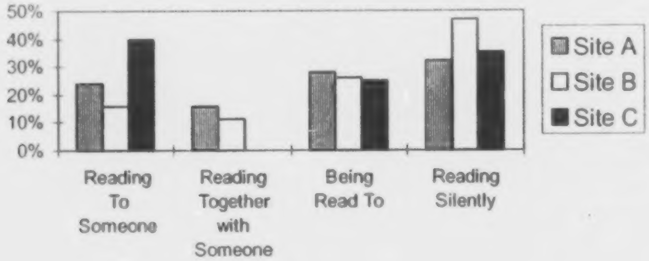

Figure 8- Student Survey-Type of reading child prefers or student's reading preference.

Figure 7 shows the parents' response to what type of reading their child preferred. At Site A, 20% said they "preferred reading to someone", 24% said they "preferred reading together with someone" and 56% said they "preferred being read to". At Site B, 24% said they "preferred reading to someone", 29% said they "preferred reading together with someone", 35% said they "preferred being read to" and 12% said they "preferred reading silently". At Site C, 5% said they "preferred reading to someone", 25% said they "preferred reading together with someone", 45% said they "preferred being read to" and 25% said they "preferred reading silently".

Figure 8 shows the students' response to what type of reading they preferred. At Site A, 24% said they "preferred reading to someone", 16% said they "preferred reading together with someone", 28% said they "preferred being read to" and 32% said they "preferred reading silently". At Site B, 16% said they "preferred reading to someone", 11% said they "preferred reading together with someone", 26% said they "preferred being read to" and 47% said they "preferred reading silently". At Site C, 40% said they "preferred reading to someone" and 25% said they "preferred being read to" and 35% said they "preferred reading silently".

The reading habits of students were addressed when parents were asked which type of reading their child preferred. The results of this question are shown in Figure 7. Figure 8 shows the students' response to this same question. Parents report that their child generally preferred being read to. Students greatest response was for reading silently, although for the most part numbers were pretty well evenly divided. Parents' responses for reading silently were much less than students reported. Forty percent of students at Site C reported they preferred "reading to someone", while their parents reported only 5% preferred this. The least popular method of reading for students was "reading together with someone".

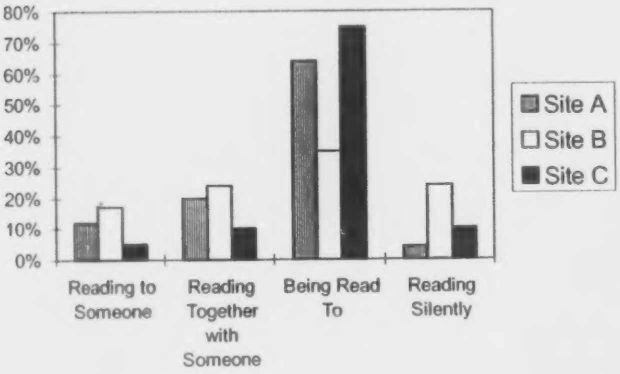

Figure 9- Parent Survey-Parent's report on child's method of reading at home.

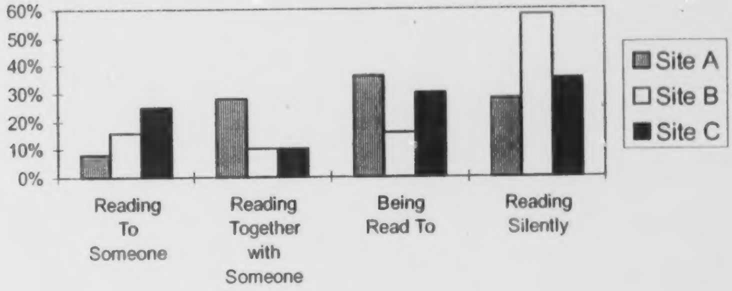

Figure 10- Student Survey-Student report on method of reading most often at home.

Figure 9 indicates parents' report on the method of reading their child did the most often at home. At Site A, 12% said they were most often "reading to someone", 20% said they were "reading together with someone", 64% said they were "being read to" and 4% said they were "reading silently". At Site B, 17% said they were "reading to someone", 24% said they were "reading together with someone", 35% said they were "being read to" and 24% said they were "reading silently". At Site C, 5% said they were "reading to someone", 10% said they were "reading together with someone", 75% said they were "being read to" and 10% said they were "reading silently".

Figure 10 shows the students' responses to what method of reading they did the most often at home. At Site A, 8% said they were most often "reading to someone", 28% said they were "reading together with someone", 36% said they were "being read to" and 28% said they were "reading silently". At Site B, 16% said they were "reading to someone", 10% said they were "reading together with someone", 16% said they were "being read to" and 58% said they were "reading silently". At Site C, 25% said they were "reading to someone", 10% said they were "reading together with someone", 30% said they were "being read to" and 35% said they were "reading silently".

The parents reported that most often the students were "being read to" at home. The students reported a greater variety in their reading methods at home. The greatest discrepancies between parents and students were in the reading methods of "being read to" and "reading silently". Less than 10% of the parents at each site shared that their children spent the most time "reading silently", yet 30% of the students selected "reading silently" as the most often. Almost 60% of Site B's second graders chose "reading silently", again possibly due to their experience. The numbers for "reading to someone" and "with someone" were much less overall than "being read to" and "reading silently".

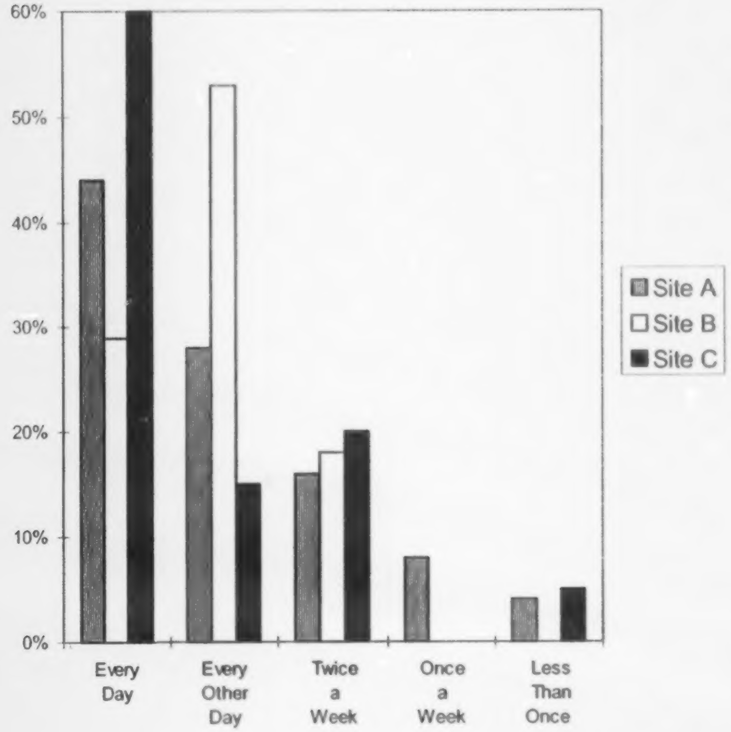

Figure 11- Parent Survey-Parent report of frequency of child's reading periods at least 15 minutes in length.

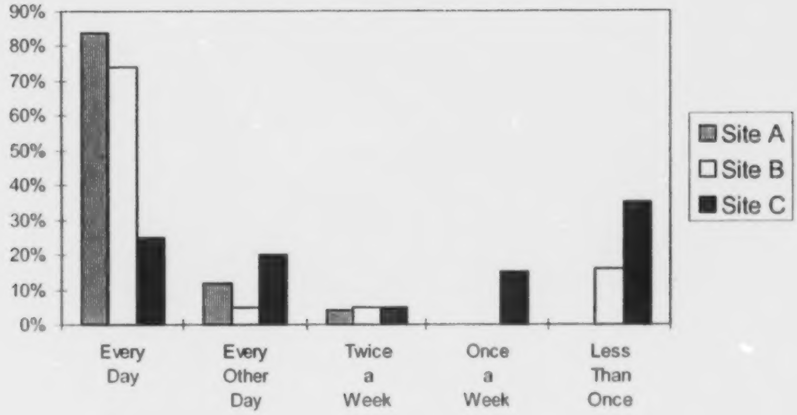

Figure 12- Student Survey-Child's report on frequency of reading periods at least 15 minutes in length.

Figure 11 shows the response of parents when they were asked how often their child reads at home for periods that were at least 15 minutes long. At Site A, 44% said their child reads at home "every day", 28% said "every other day", 16% said "twice a week", 8% said "once a week" and 4% said "less than once a week". At Site B, 29% said their child reads at home "every day", 53% said "every other day" and 18% said "twice a week". At Site C, 60% said their child reads at home "every day", 15% said "every other day", 20% said "twice a week" and 5% said "less than once a week".

Figure 12 shows the response of students when they were asked how often they read at home for periods that were at least 15 minutes long. At Site A, 84% said they read at home "every day", 12% said "every other day" and 4% said "twice a week". At Site B, 74% said they read at home "every day", 5% said "every other day", 5% said "twice a week" and 16% said "less than once a week". At Site C, 25% said they read at home "every day", 20% said "every other day", 5% said "twice a week", 15% said "once a week" and 35% said "less than once a week".

Parents reported that most students were reading at home "every day" or "every other day". Students at Sites A and B had a strong response for "every day", greater than

70%. Only 20% of the students at Site C said they read at home "every day", but 60% of their parents said that their child read "every day" at home. More than 50% of the parents at Site B reported that their child read "every other day", while 5% of the students agreed with this. Overall, there was a great discrepancy between parents' and students' responses to the same question. This was potentially attributed to the parents wanting to meet the expectation therefore skewing their answers slightly, and students having a poor concept of time and therefore not really knowing exactly how often they are reading.

After analyzing the results of the surveys several conclusions can be made. Even though it was reported that they were reading at home on a somewhat frequent basis, on the average, 50% of the students reported that they were "comfortable/happy" and this held true whether or not they were reading in front of the class, reading to the teacher, or asked about their overall ability to read orally. This means that 50% of the students were only "somewhat comfortable/so-so" or "uncomfortable/not happy". These feelings can not help but influence their ability to read fluently, and because they can not read fluently, the have these inconsistent, inadequate feelings about their reading.

Reading Miscue Assessments were done with each student at each site in September. Each student was asked to read aloud a short passage from grade level material. The teacher conducted each assessment one on one. The student's miscue percentage was determined by dividing the number of errors by the total number of words given. These were conducted to see what level each student was currently reading at. Different stories were used for the miscue readings at each site. This was done because students at Site B were second graders and should be reading a text that is at their grade level in order for the results to be accurate. Sites A and C chose to use different texts as well, even though they were both first grade classrooms. The stories were chosen to fit the backgrounds of those students so that they would experience some level of success. This would depend on what sight words they had already been introduced to, since most of the students were just learning how to read.

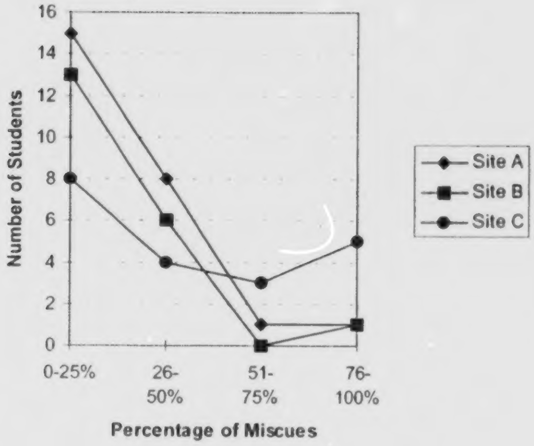

Figure 13- Results of Reading Miscue Assessment

Figure 13 shows the results of the September Reading Miscue Assessment. At Site A, 15 students had a miscue percentage between 0-25%, with 8 students scoring between 26-50%, 1 student scoring between 51-75% and 1 student scoring between 76-100%. At Site B, 13 students had a miscue percentage between 0-25%, with 6 students scoring between 26-50%, 0 students scoring between 51-75% and 1 student scoring between 76-100%. At Site C, 8 students had a miscue percentage between 0-25%, with 4 students scoring between 26-50%, 3 students scoring between 51-75% and 5 students scoring between 76-100%.

The results of Site A and B were amazingly similar to each other, with Site B reporting slightly lower numbers of students. Overall, they show more than half the class making between 0-25% miscues, and then less students making miscues at each subsequent level. Site C's results show a greater division at each level. Since this assessment was conducted early in the year, specific progress can be tracked with subsequent miscue readings. The percentage of miscues is important but cannot be looked at in isolation because the nature of the reading miscues must be looked at in isolation.

The nature of the miscues must be looked at to determine if it is affecting their reading fluency. A student could be reading in chunks, or reading word by word yet not make any mistakes and therefore may have a high score on their reading miscue assessment but could not be described as a fluent reader.

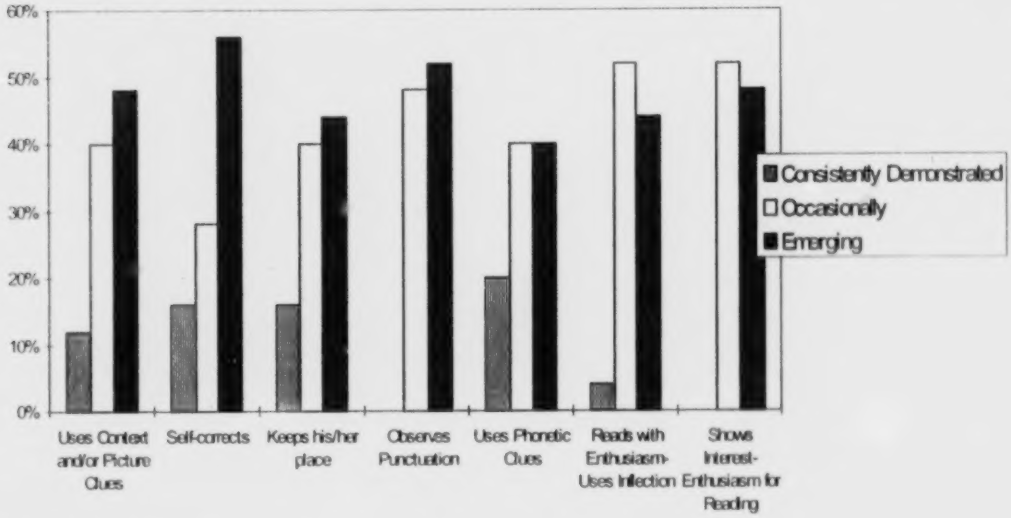

Figure 14- September Oral Reading Observation at Site A

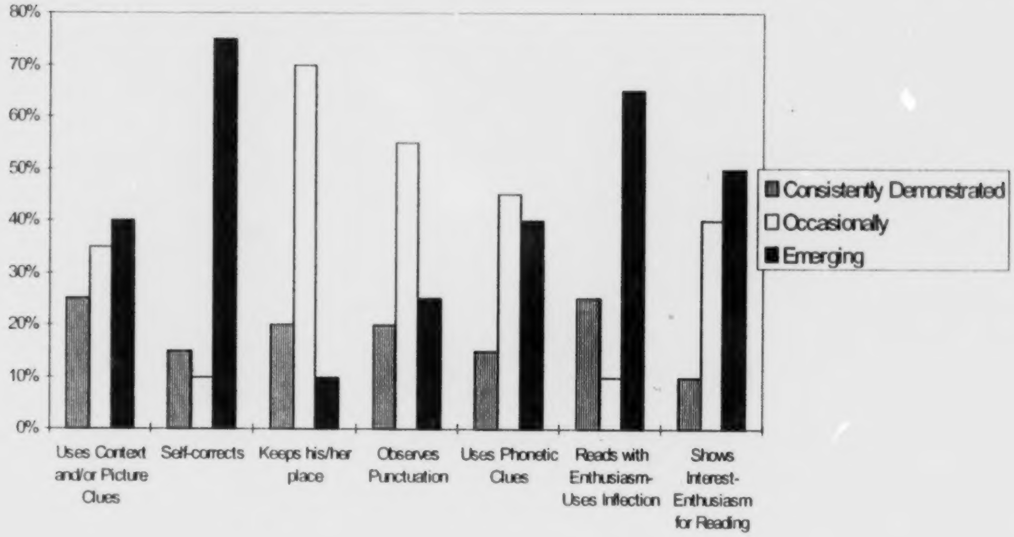

Figure 15- September Oral Reading Observation at Site B

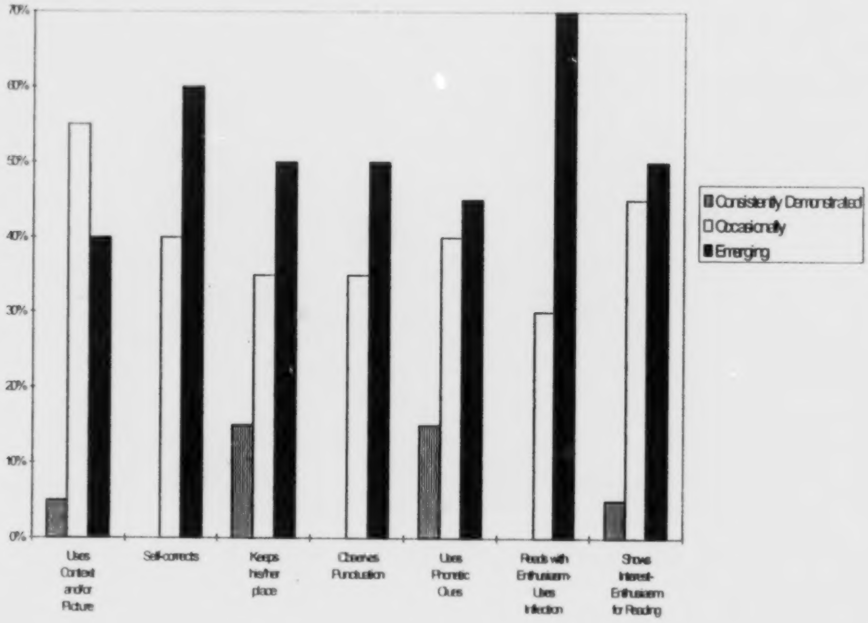

Figure 16- September Oral Reading Observation at Site C

In September, the teachers at each site also observed each student reading orally in a book at their appropriate reading level while keeping notes on the Oral Reading Observation Form. Again, just as in the Reading Miscue Assessment, the teacher conducted this observation one on one with the student.

Figure 14 shows the teacher's observations at Site A. Twelve percent of the students at Site A were "consistently demonstrating using context and/or picture clues", with 40% using them "occasionally" and 48% were "emerging" in this skill. Sixteen percent were "consistently demonstrating self-correcting", with 28% doing this "occasionally" and 56% "emerging" in this skill. Sixteen percent of the students were "consistently demonstrating being able to keep their place", with 40% doing this "occasionally" and 44% "emerging" this in this skill. None of the students were "consistently demonstrating observing punctuation", with 48% doing this "occasionally" and 52% "emerging" in this skill. Twenty percent were "consistently demonstrating using phonetic clues", with 40 % doing this "occasionally" and 40% "emerging" in this skill. Four percent were "consistently demonstrating reading with enthusiasm-using inflection", with 52% doing this "occasionally" and 44% "emerging" in this skill. None of the students were "consistently demonstrating showing interest and enthusiasm for reading", with 52% doing this "occasionally" and 48% "emerging" in this skill.

Figure 15 shows the teacher's observations at Site B. Ten percent of the students at Site B were "consistently demonstrating using context and/or picture clues", with 55% using them "occasionally" and 35% "emerging" in this skill. Ten percent were "consistently demonstrating self-correcting", with 55% doing this "occasionally" and 35% "emerging" in this skill. Twenty percent of the students were "consistently demonstrating being able to keep their place", with 70% doing this "occasionally" and 10% "emerging" in this skill. Twenty percent were "consistently demonstrating observing punctuation", with 55% doing this "occasionally" and 25% "emerging" in this skill. Fifteen percent were "consistently demonstrating using phonetic clues", with 45%

doing this "occasionally" and 40% "emerging" in this skill. Twenty-five percent were "consistently demonstrating reading with enthusiasm-using inflection", with 10% doing this "occasionally" and 65% "emerging" in this skill. Ten percent were "consistently demonstrating showing interest and enthusiasm for reading", with 40% doing this "occasionally" and 50% "emerging" in this skill.

Figure 16 shows the teacher's observations at Site C. Five percent of the students at Site C were "consistently demonstrating using context and/or picture clues", with 55% using them "occasionally" and 40% "emerging" in this skill. None of the students were "consistently demonstrating self-correcting", with 40% doing this "occasionally" and 60% "emerging" in this skill. Fifteen percent of the students were "consistently demonstrating being able to keep their place", with 35% doing this "occasionally" and 50% "emerging" in this skill. None of the students were "consistently demonstrating observing punctuation", with 30% doing this "occasionally" and 70% "emerging" in this skill. Fifteen percent were "consistently demonstrating using phonetic clues", with 40% doing this "occasionally" and 45% "emerging" in this skill. None of the students were "consistently demonstrating reading with enthusiasm-using inflection", with 30% doing this "occasionally" and 70% "emerging" in this skill. Five percent were "consistently demonstrating showing interest and enthusiasm for reading", with 45% doing this "occasionally" and 50% "emerging" in this skill.

The skills and strategies that were observed gave us more pertinent information that helped us to see what the students were doing as they were reading. The frequent and appropriate use of these reading skills and strategies would increase their reading fluency and overall comprehension. The greatest conclusion of these observations was that most of the skills and strategies observed at Site A and Site C were "emerging". Site B's second grade students showed some skills being used to a greater degree than the other sites. Site B showed a greater division between the three levels with all skills being used to some extent, as where Sites A and C showed no consistent demonstration of some of the skills, such as "observing punctuation". "Keeping his/her place" stood out as being a much more difficult skill for the first graders at Sites A and C, as well

These results shed a different light on the reading miscue assessment results. Students may have read with a relatively low number of miscues, but may not be considered fluent if they did not read with enthusiasm, inflection and intonation. Since all sites reported fewer than 30% consistency in the use of any reading strategy, it was clear that increasing reading fluency was an appropriate emphasis at each of these sites. Students must use the addressed reading skills and strategies consistently to achieve maximum comprehension and increase their learning potential of all concepts taught which is the ultimate goal of reading instruction in the classroom. If students are expected to be using these skills, they must be taught how to use them and they must be given the time and experience of using them in and out of the classroom.

Probable Cause of Problem

Reading fluency, the smooth and natural oral production of written text (Rasinski, 1994) has long been considered a critical factor in general reading development and achievement. However, it has not been as widely studied as other reading processes such as comprehension, vocabulary and metacognition, (Rasinski, 1994). According to Allington (1983), fluency has been a neglected goal of not only reading instruction but also research. Basal reading programs rarely view instruction in fluency as important and most programs do not identify it as a major goal. However, in order to comprehend what is being read, individuals must be able to decode words both accurately and automatically. Fluent readers are able to decode automatically and process meaning at the same time they are decoding words (Homan, 1993). When the brain is performing two tasks at the same time, at least one of them needs to be spontaneous. Therefore, if decoding skills are not spontaneous, most readers will also have problems comprehending what they are reading.

Fluency is the ability to read unfamiliar as well as familiar selections with appropriate intonation, phrasing, and pace (Johnson, 1991). Children can demonstrate fluency with stories they have repeatedly read, but if this ability can not be demonstrated with unfamiliar stories, they are not yet fluent readers. Fluent readers consolidate their knowledge of print with the rapid and automatic recognition of words so they are able to focus on meaning (Allington, 1983a). If fluency is due to familiarity and not to the automatic recognition of words, the reader should not be considered fluent. This is a mistake that is often made in judging fluency.

One very important reason why readers are not fluent is because the material they are reading is too overwhelming for them (Bear, 1991). When children are reading aloud, the teacher should note the words that are causing problems for them. If the words have been frequently encountered, then the conclusion can be made that the students have difficulty learning sight words. If they are not, the students should read a somewhat easier selection to see if the pattern of errors is the same (Barr, 1991). Once they have developed an extensive sight vocabulary and good word identification skills, we can say they have become fluent readers (Stanovich, 1986).

Donald R. Bear (1991) reveals that tracking is often a problem for students who lack fluency. Tracking is the ability to point accurately to words matching what they see with what they say. Students who do not point accurately do not have a concept of words. This causes a significant loss of fluency, both in reading and writing. They lack a sense of directionality and have not yet made the speech-print match.

Cunningham (1999) believes that phonics, retention and tracking are unsuccessful solutions for the unsuccessful reader. Phonics instruction alone will not teach children to read well or willingly. Evidence shows that the best policy is to keep children with their peers and offer effective instructional intervention to help them overcome their difficulties rather than to retain them. Tracking is not the answer because students remain in the same track for all subjects regardless of their strengths and weaknesses in all subject areas. Therefore, these three potential solutions were, in reality, part of the problem. Cunningham also believes that just reading, social promotion, whole class instruction, and pull-out programs are part of the problem. No single intervention will work for all students.

Cunningham (1991) states that experts called for an end to phonics instruction because poor readers have so much difficulty applying phonics skills they have learned. If they just read and write, they will interpret what they need to know. However, reading and writing are very difficult when students are not taught how our alphabet language works. If there is not a balance in the instruction, students have difficulty in all areas.

According to Wagstaff, author of Phonics That Work! (1991), regular phonics rules, letter-sound correspondences, decoding individual letter sounds, and blending sounds together are useless for struggling readers. They either cannot remember the rules or cannot make enough sense out of them to apply the rules when reading. Skills and strategies are only helpful when they transfer easily to more meaningful reading and writing.

Goodman (Phonics Phacts, 1993) states that many books about phonics are concerned more with teaching about phonics than with using phonics, with methods rather than accurate phonics facts, and with teaching rather than language. Teachers are required to teach phonics with very little personal knowledge and often a great deal of misinformation about the subject. It is very important that the information teachers have about phonics be accurate and scientific. Too much out-of-context and uninformed phonics teaching produces problems, especially for the unsuccessful readers.

Simmons, Fuchs, Fuchs, Mathes, and Hodge (1995) state that many regular classrooms are ill-prepared to accommodate the needs of learning-disabled and low-performing students. Also, the interventions used by classroom teachers are not implemented with "high fidelity and for sustained periods of time"(p. 388), so the effectiveness of these interventions is not realized.

Samuels (1997) states that the method of repeated readings is a very useful technique for building fluency, but it is not widely known or used. He also indicates that this is not a technique for teaching all beginning reading skills as it is sometimes used. It must be used as part of a developmental reading program along with regular classroom instruction so that significant gains can be made.

Mastropieri, Leinart, and Scrugga (1999) state that a reading program that does not directly attempt to enhance reading fluency cannot be considered a complete program. Regardless of how much comprehension training the program has, it will not compensate for a lack of reading fluency. They also state that the repeated reading method improves reading fluency only if all passages read have a substantial amount of word overlap.

While there is some evidence that adjusting text difficulty is an answer to improving fluency, there is also evidence that this is part of the problem. Hoffman and Isaacs (1991) reveal that this "reduces expectations for success"(p.188). Most students placed in lower level reading programs will always be behind and have little hope of ever catching up. They also state that reading fluency is often not a goal in the teaching of reading and the typical uses of oral reading instruction do not improve reading fluency in most students.

According to Bock and Gregg (1998), at least 10 million children have difficulties learning to read. When reading aloud, they stop and start frequently, mispronounce words, skip words entirely, and cannot comprehend what is being presented in print. Unfortunately, this causes problems both in and out of the classroom. The first problem is self-esteem. Students become ashamed as they struggle to read and eventually drop out of school. Most do not go to college. About half of adolescents and young adults with reading problems have criminal records or substance abuse problems, or both. According to research, reading disabilities affect boys and girls at about the same rate. In many cases, reading impairment is "related to deficiencies in the way the brain processes letter sounds, a language-based task"(p. 1). If students do not learn to compensate for this defect, the reading disability will persist throughout life.

Gregg (1998) states that according to the research if students cannot read well by the end of third grade, their chances for success become significantly lower. He also says that 90% to 95% of reading problems can be corrected with early intervention and appropriate instruction. The most common disabilities are dyslexia, speech and language disorders, processing deficits, ADHD, and developmental disabilities (mental retardation). When a student has a reading problem, the disability should be diagnosed by a professional so that the proper individualized instruction can take place.

Schreiber (1991) suggests that reading dysfluency can be traced to the reader's "failure to recognize the syntactic structure of sentences"(p. 158) in the material being read. Sentence structure consists of phrasal units or chunks and this plays an important role in actual language processing. Even when children have a fairly high level of accuracy in word identification, they must learn the syntactic organization of a sentence in order to acquire oral reading fluency. While decoding skills have been traditionally taught, "chunking skills"(p. 162) are rarely taught. Teachers feel that this skill is automatic after decoding skills have been learned, but this is not the case.

Clark (1995) states that some common practices in teaching reading are really counter-productive techniques and should never be used. Many students are encouraged to use a card or a marker under the line being read to avoid skipping or repeating lines. This covers up the next line and makes the "return sweep abnormal"(p. 260). Round robin oral reading also involves very little actual practice. It is very competitive, and "destroys the sense of real purposes for reading and performing for real audiences" (p.262). Students just want to avoid embarrassing themselves. Clark also says that another reason for failure is that students feel they have no control over their learning, so they lack motivation. Their involvement in learning is lost and they learn in a haphazard way. When they feel they have power, control, and ownership in school learning situations, their motivation greatly improves and they can become successful learners.

Lyon (1998) discusses why some children have difficulties learning to read. Children who enter school with limited exposure to language and little prior understanding of sounds, letter knowledge, purposes for reading, print awareness, and vocabulary are at-risk. Also, children raised in poverty, limited English, speech and hearing impairments, low reading levels of parents, and below average intellectual capabilities have difficulties learning to read. Lyon relates that research has identified four factors that hinder reading development among children regardless of their backgrounds. They include: 1) deficits in phoneme awareness and the development of the alphabetic principle; 2) deficits in acquiring comprehension strategies and applying them; 3) deficits in the development and maintenance of the motivation to learn to read and 4) the inadequate preparation of teachers. Reading instruction should include phoneme awareness, phonics, fluency and reading comprehension and the teacher should be well versed in reading development and disorders.

Reutzel, Hollingsworth, and Eldredge (1994) state that although research indicates that oral reading is very closely related to reading achievement, less than 5% of allocated instructional time is actually spent on oral reading instruction. They also state that although students do read orally, there is very little evidence that effective oral reading instruction is actually offered. There are certain types of instruction that should occur as students read orally, but this usually does not take place. The students are simply reading aloud.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Reading fluency, the development of smooth, accurate, natural and expressive reading, should be regarded as a necessary feature of defining good reading. Readers can be helped to acquire fluency through training and this will improve their overall reading ability. Improving reading fluency helps students feel more confident about their reading and it soon becomes an activity in which they want to participate. They learn to enjoy reading and become successful in reading for comprehension (Blum, 1991).

Two methods that are commonly used for improving reading fluency are repeated reading and previewing. Research reflects that they are both equally effective and should be used together to improve fluency. Three methods of previewing are oral previewing, listening previewing, and silent previewing. Listening previewing is superior to the other two, but they are all effective ways to improve fluency. Repeated reading activities help the students increase content knowledge, acquire information and improve motivation (Tingstrom, 1995). In researching possible solutions, we found that Rasinski (1994) has identified six principles to guide the development of appropriate fluency instruction in the classroom. These include modeling fluent reading for students, direct instruction and feedback in fluency, providing support for the reader while reading, repeated readings of one text, cueing phrase boundaries in texts, and providing students with easy materials for reading. Teachers who are interested in providing fluency instruction can design lessons that include one or more of these principles. As research reveals, children can learn to read through their knowledge of oral language. Phonology (sound), syntax (grammar), and semantics (meaning) are the basis for learning to read. They further refine their understanding of language through writing. There are three components of reading that need to develop at the same time. They are knowledge of print, prior knowledge and vocabulary, and reading comprehension strategies. Knowledge about print helps children focus on comprehension and understanding meaning helps them to solve print problems. Prior knowledge and vocabulary help them to construct meaning from unknown vocabulary words. Comprehension strategies include questioning, rereading, summarizing the main points and evaluating what is read. Students should be given the opportunity to read and write about their reading. They learn to understand why people read and write by reading and writing themselves (Barr and Johnson, 1991).

Research also indicates that in order to help students learn and remember new words, one needs to distinguish between familiar words and unfamiliar words. Johnson and Pearson (1984) have developed a systematic instructional approach involving three steps for learning unfamiliar words. They are seeing, discussing and defining, and using and writing. Words that are familiar in meaning (basic sight words) require only the first and last steps of this approach.

Bear (1991) believes that the planning required for fluency and expression takes place at two levels. At the phrasal level, fluency includes reading rate and the ability to group words. At the word level, it includes the ability to recognize words and spelling patterns quickly enough to read for sense and purpose. However, he also believes that true literacy development involves an integrated model of reading, writing, and spelling, not just reading fluency.

Cunningham (1999) states that there are four major approaches that should be used in the teaching of reading. They are the phonics, basal, literature, and language experience/writing approaches. One cannot say which method is best because they all have different shortcomings and definite strengths. Each method is important and has its place in reading instruction. Researchers support the idea of a multifaceted approach to reading instruction rather than using one particular approach. Because all children have different learning styles, no single approach will ever teach all children.

Cunningham (1991 and 1999) says that in addition to learning to read and spell the most frequent words instantly, it is important for children to learn how to figure out the spelling and pronunciation of a word they do not know. Proficient readers have the ability to look at a regular word they have never seen before and figure out its probable pronunciation. Poor readers do not. Some strategies that readers should use to successfully decode an unfamiliar-in-print word are:

1.)Study the word momentarily by looking at every letter in a left-to-right sequence.

2.)Think about similar letter patterns and the sounds associated with them (not individualized letters).

3.)Produce a pronunciation that matches real words with similar letter patterns.

4.)"Try out" a pronunciation. If the meaning confirms the pronunciation, continue to read. If not, try another pronunciation.

5.) If it is a long word, chunk the word by putting together letters that usually go together in words they already know.

In her book Invitations- Changing as Teachers and Learners K-12 (1991), Routman, a whole-language advocate, encourages all teachers to incorporate and integrate the various components of a whole-language program in their lessons. These components should suit their purposes and respect the whole language view of teaching and learning.

A balanced reading program should include these components:

1.) Reading aloud- the single most influential factor in children's success in learning to read.

2.) Shared reading- the learner and the teacher read together with fluency and expression.

3.) Guided reading- the heart of the instructional reading program.

4.) Independent reading- students read self-selected books.

5.) Language opportunities to respond thoughtfully and critically- students evaluate and rate the books they are reading.

Routman also states that teaching skills is a necessary part of good classroom instruction, but the skills cannot be considered strategies until the learner knows how and when to apply them. Skills should not be taught in isolation and since there is little or no separation between reading and writing, the strategies can be applied to both.

Goodman, author of the book Phonics Phacts (1993) and a whole-language advocate states that when students are learning to read and write an alphabetic language, they will eventually understand the alphabetic system and will invent ways of relating their own speech to print. They should be immersed in reading and writing from the very beginning. Phonics should only be taught in the context of meaningful language because that is the only way children can learn the complex phonic relationships. Children should find reading and writing as useful, relevant and interesting as oral language and should be involved in authentic reading and writing. Teachers need to help the students value themselves as learners and value the process of reading and writing as making sense of print.

Fountas and Pinnell, authors of the book Guided Reading (1996), discuss a framework for earlier literacy lessons from Ohio State University. The elements of the framework are:

1.) Reading aloud- the teacher reads aloud to the class or small groups.

2.) Shared reading- the teacher involves the class in reading together.

3.) Guided reading- the teacher works with a small group who have similar reading processes.

4.) Independent reading- children read on their own or with a partner. This framework is a tool for teachers who want to give children a variety of literacy experiences so that they can use print in purposeful ways.

Simmons, Fuchs, Fuchs, Mathes and Hodge (1995) discuss two innovative methods used to increase reading fluency and comprehension. The first is explicit teaching which involves teaching in small steps, guiding students during initial practice and giving students high levels of successful practice. The second is peer tutoring which involves students instructing other students. The research indicates students involved in both of these methods score significantly higher on reading fluency and comprehension measures.

Samuels (1997) states that the method of repeated reading is a very useful technique for building reading fluency though it is not a method for teaching all beginning reading skills. Research indicates that both components of reading fluency, reading speed and accuracy of word recognition, improve through the use of repeated readings. As reading fluency improves, so does comprehension. When students are able to pay less attention to decoding, they can pay more attention to comprehension.

In the article, "Strategies to Increase Reading Fluency," Mastropieri, Leinart, and Scruggs (1999) discuss four interventions that research reveals increase reading fluency. They are repeated reading, peer-mediated instruction, computer-guided practice and previewing. In repeated reading, students read a passage with generally recognizable words an average of seven times to increase reading fluency and also comprehension. With a peer tutoring approach, one student reads while another is actively engaged in monitoring the reader's performance. This way the amount of time students are reading can be increased. Another method is through computer-assisted instruction. Computers can provide practice and assess measures of reading abilities. Previewing involves pre-exposure to the material before it is formally read. This includes reading it aloud, silently, or listening to the teacher read it. This helps to decrease errors and increase fluency. With careful application of these strategies and evaluations to measure the effects, reading fluency can improve.

Hoffman and Isaacs (1991) discuss a five-step procedure combining both qualitative and quantitative methods to increase fluency. The five steps are: students are read to by the teacher, students responses to the story are encouraged, students are guided in an analysis of the story, students are guided in repeated readings of the story and students orally interpret the story. This "recitation method" can be used effectively with students to achieve fluency so they can become independent readers.

According to Bock (1998), research done by the NICHD determines that an overall approach to teaching reading offers the greatest success for overcoming reading difficulties. The words we speak are made up of individual pieces of sound called phonemes that the brain puts together to make words. Then students must be taught that letters, or combinations of letters, are how we represent these sounds on paper. Children can clap in sequence or use a marker to point as each speech sound in a word is pronounced. Then the phonics instruction begins by teaching students that the letters in words stand for the tiny sounds in speech. When students can read in an accurate and rapid manner, they should be immersed in good literature. Research shows that with a combination of phonics training and exposure to literature, students make the greatest gains in reading.

At the America Reads Conference in Nashville in 1998, Gregg gives some general advice for teaching reading. He says that "directed practice makes perfect", never force a child to read in front of peers, choose reading material of interest to the child, clearly enunciate words and sounds and read expressively when reading to a child, help make reading enjoyable so the child will want to practice, and disabilities should be diagnosed and treated professionally. Children with disabilities should be directly taught letter-sound relationships, use books with rhyme, repetition, controlled vocabulary and critical sight words, have knowledge of letter shapes reinforced, put each letter of a word on a separate card and rearrange them to make new words, experience letters with all the senses, track syllables and words as they read and listen to books on tape. When reading a story, the child should connect the subject with prior knowledge or experience, make predictions, sound out words by breaking them into individualized letter sounds, be corrected if a word is mispronounced or misstated, and summarize the story after it is read. These strategies should help a young reader master basic reading skills so that all other learning can take place.

Schreiber (1991) describes fluent oral reading as a smooth and expressive production of the material being read. In order to achieve this, sentences must be organized into phrasal units or chunks after the reader has acquired a certain level of accuracy in word identification. They need to have "decoding skills" and "chunking skills" to be considered fluent readers. The method of repeated readings is a technique used to improve reading fluency because it requires children to use decoding skills and group words together into chunks. When readers have reached the stage of accurate decoding and are able to identify the written phrasal chunks, they have attained reading fluency.

Clark (1995) describes several universal characteristics for effective instruction. He states that effective instruction should involve high but achievable expectations, it should be direct and explicit, and the tasks should be meaningful and functional for the learner. These characteristics should be used in the instruction of oral reading fluency because it is a crucial aspect of learning to read. Readers become fluent through practice and in order to practice, they must want to read. The material should not be too difficult or uninteresting. The most important technique for increasing reading fluency is repeated readings. This involves reading the same text over and over and recording the rate on a chart or graph. Students are able to see their progress and this is very motivating. Other methods are Reader's Theatre, echo reading, choral reading, and paired reading. These methods should be used along with repeated readings. Clark discusses three other fluency techniques that are used to explain how fluency works. The first is "smooshing" (p. 259) the words together and leaving pauses only where there is punctuation. Words are not supposed to be read separately. Readers should sound like they are reading a connected text rather than a list of words. The second is the return sweep eye movement. This is the "long eye movement from the end of one line to the beginning of the next" (p. 260). They need to make an accurate and rapid return sweep to maintain fluency and meaning between one line and the next. The third technique is to teach students about the eye-voice span. This is the distance between the eyes and the voice during oral reading. Your eyes are one to three words ahead of your voice. This allows the reader to use meaning clues to help with word recognition, to read with expression, and to use punctuation as a guide to intonation. "It is impossible to be fluent without an eye-voice span" (p. 261). With these explanations, fluency will become more functional and meaningful and students will understand its purposes and how they can achieve it.

The National Research Council (Quatroche, 1999) reports that it is very important for students to receive effective instruction in reading in order to prevent reading difficulties. The Council makes several recommendations for this initial reading instruction that will allow all children to succeed. They are:

1.) Focus on using reading to gain meaning from print.

2.) Develop an understanding of the structure of spoken words.

3.) Help children understand the nature of the letter-sound system.

4.) Provide practice of regular spelling-sound relationships.

5.) Provide many opportunities for reading and writing.

They also suggested some successful interventions for underachievers in reading. They are:

1.) Letter-sound relationships and word identification strategies should be taught explicitly.

2.) Provide repeated exposures to words to encourage mastery.

3.) Explicitly teach strategies for understanding text and monitoring comprehension.

4.) Provide multiple opportunities for repeated reading of texts to develop fluency and increase the word recognition rate and accuracy of the reader.

"Learning to read is a complex process" (p. 1) and it is very important that children are given effective early reading instruction in order to be successful readers.

Lyon (1998) says that reading is one of the most difficult tasks that children will have to master throughout their schooling. This is unfortunate because if you do not learn to read in America, "you do not make it in life" (p. 1). He says children must understand how sounds are connected to print and figure out words in a rapid and accurate fashion. They should be taught explicitly, directly, and by an informed well-trained teacher. Since the ultimate goal of reading instruction is to enable children to understand what they read, they need to be taught to recognize words accurately and quickly so the meaning is not lost. Reading programs should contain all the major components of reading instruction which are fluency, phonics, phoneme awareness and comprehension. Also, children should receive stimulating literacy experiences from birth so that they have a good "foundation for the development of phoneme awareness"(p. 7). He stressed the importance of early identification and intervention with children at-risk for reading failure.

According to Reutzel, Hollingsworth, and Eldredge (1994), there has been "a renewed interest in oral reading as an effective means for improving students' reading growth" (p. 42). Because of this, several alternative oral reading instructional routines have been developed. Two of these instructional routines are the Shared Book Experience (SBE) and the Oral Recitation Lesson(ORL). They both rely heavily on oral reading performance. There are ten characteristics of effective oral reading instruction associated with SBE and ORL. They are repetition, modeling or demonstration, direct instruction or explanation, feedback, support, phrasing practice for fluency, easy materials, clear purpose, engagement of learners, and development of reading skills (comprehension, vocabulary, fluency, and decoding). The SBE instructional routine comes from the whole-language theory and involves students in oral and written language experiences using books large enough for students and teachers to share. The ORL instructional routine comes from the "interactive-skills theories of the reading process" (p. 49). This routine isolates elements of the reading process for instruction, then integrates them with the context later. Both of these routines offer teachers viable oral reading instructional alternatives and help students achieve significant gains in reading skills and fluency.

Project Objectives and Processes

This report describes a program for improving reading fluency in the classroom. The researchers worked with our students to increase their word recognition rate and accuracy within a text. The emphasis was on their ability to appropriately and consistently model reading with expression and intonation. The targeted population consisted of first and second grade students in two midwestern communities of average to above average income levels. The problem of poor reading fluency was evident through teacher observation, parent and student feedback and reading assessments.

Literature showed several contributing factors were responsible for the probable cause. One factor was that the text was too difficult for students. Also, there was not enough individual help in the classroom, too much whole language, and lack of time spent on reading with expression and intonation. Lastly, students needed to see a consistent relationship between school and home, and had to receive appropriate modeling from parents and teachers.

A review of solution strategies suggested by professional sources and educational literature resulted in the selection of many interventions. Classroom time was spent on repeated readings by including a variety of meaningful activities. These included incorporating poetry into daily classroom activities, developing a home/school reading relationship to reinforce what is happening at school, and individualizing instruction for meeting the needs of students at their appropriate level. This was enforced by using a structured reading framework.

Project Action Plan

The action plan was organized into a 16 week format and structured into an everyday reading framework based on Patricia Cunningham's Four Blocks.

I. Guided reading time with the teacher focusing on comprehension
    A. before reading strategies
    B. during reading strategies
    C. after reading strategies
II. Self-selected reading time with individual conference time
    A. teacher read aloud
    B. student independent reading
    C. individualized mini-conference with students
    D. shared reading time with students
III. Working with words
    A. word wall activities
    B. decoding and spelling

IV. Writing activities

A. mini-modeling lesson

B. student writing time

C. teacher conference with individual students

D. sharing of student writing

Daily focus was poetry activities following the schedule listed below.

- Tuesday: introduce new poem; illustrate new poem
- Wednesday: re-read poem
- Thursday: activities with poems (pocket chart, missing words)
- Friday: students will bring poem home for the weekend (echo, choral, and independent readings)
- Monday: re-read poem; share, act out poem

An at-home reading program was encouraged and recommended to parents which involved reading together every day for at least five minutes, but no longer than 15 minutes. There were designated rules provided to the parents on how to help with words, when and where reading should be done, and appropriate book selections.

Methods of Assessment

There were three methods used to assess each student's improvement at the completion of this research project. The tools that were used to assess reading fluency were a parent permission form (Appendix A), a parent survey (Appendix B), a student survey (Appendix C), teacher observation (Appendix D), and a reading miscue assessment (Appendix E).

The parent permission form was necessary for participation in the research project. Parent surveys were done twice during the school year, first in September and again in January. Parents were asked to complete the survey for the first time at Parents' Night after signing the permission form. They were encouraged to turn in their permission form and completed survey before departing that night. They completed the same survey for the second time in January. They were encouraged to complete and return them as soon as possible. By completing this, their child received an incentive such as a coupon for "no homework night". Students completed their survey at school in September and then again in January. Each child completed her own individual survey with the teacher reading it orally to them in small groups.

Teacher observation of each child's reading behaviors was an ongoing daily process from September through January. The goal was to complete the Oral Reading Observation Form on three different occasions; once in September, again in November, and finally in January.

A reading miscue assessment on each child was done in September, and then again in January. Each child was asked to read a short passage from grade level material containing 100 words. Their fluency accuracy rate was calculated by subtracting the number of miscues from the total number of words. Then, by dividing the total number of correct words by the total number of words given, the accuracy rate was determined. These results were then analyzed on the attached Miscue Analysis Form.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this intervention was to increase reading fluency in the classroom setting and transfer this skill into all aspects of reading. During the months of September through January, the action research team implemented strategies to increase reading fluency using a multi-method, multi-level framework. The framework, which was based on Patricia Cuningham's Four Blocks, (1999), included guided reading, self-selected reading, working with words, and writing activities. An at-home reading program was also encouraged and recommended to parents. Supplemental poetry activities were also included.

In September, the researchers gathered baseline data which consisted of a parent survey, a student survey, a miscue assessment and an oral reading observation. In November, the mid-intervention point, the oral reading observation was repeated. The researchers repeated the entire process used to obtain the initial baseline data in January. At the end of the intervention, all of this information was used by the researchers to assess the effectiveness of the intervention.

All sites followed the proposed action plan. However, Sites A and B elected not to do daily poetry. This was the only diversion from the plan.

Site A

Site A followed the basic intervention described earlier. The teacher at Site A began implementing guided reading in November. Guided reading time began with a read aloud by the teacher. The teacher and class discussed the story accompanied with guided reading questions. The classroom teacher also discussed strategies such as plot, setting, characters, and climax. Immediately following, students were divided into four groups of five and one group of six. Guided reading time always consisted of the teacher at Site A and a parent-aide helper who worked with two groups at a time individually. They focused on comprehension and oral reading skills. The groups not involved with the teacher or parent-aide completed comprehension worksheets at their desks. Guided reading time was done twice a week, forty minutes each.

After guided reading time, the writing activities began on a chosen writing skill. The teacher demonstrated the skill and discussed the main elements. The class was always reminded of the importance of mechanics and grammar when thinking about writing. Once the writing activity was complete, which usually lasted up to 45 minutes, two to three students were chosen to share their product. Writing activities were completed every day. Immediately following, the class participated in word wall activities. The class started with an introduction of the new words by the classroom teacher. The students in the first grade classroom used the words in sentences while the teacher wrote them on the overhead projector. The students then copied their sentences on printing paper underlining their new words. The researcher also used extension activities to help the children make word connections, such as rhyming words. Some of this was done in small groups by writing answers on chart paper. Occasionally, reinforcement was done by writing words on the board and having small discussions while doing so.

The next step was self-selected reading which consisted of the class sitting at their assigned tables. Book bins were then placed on their tables by the classroom teacher. They had a set amount of time to read the books from the bin. This activity was continued throughout the week, with the children moving to the next table with a different book bin.

This was repeated until all the students had a chance to read from all the bins. Then new books were then placed in the bins and the cycle started again.

The classroom teacher called on students individually and worked on skills such as oral reading, decoding, intonation and expression. The rest of the students were divided among groups that listened to stories on audio tapes, worked on reading skills on the computer, partner reading, or enriched worksheets focusing on a current reading skill.

Twice a week, students would break off into four groups of five and one group of six. They rotated to tables which consisted of file folder games with various reading skills, such as vowel sounds, word families, and punctuation. The groups spent ten minutes at each station and then rotated to the next table to work on another skill.

Starting in September, the class was given a weekly spelling list consisting of five words. Throughout the week, they had spelling activities to complete and turn in every Friday, along with taking a final test on the spelling words. For bonus points, two sentences created by the classroom teacher using two current list words and two review words were also a part of the final test. As time progressed, the spelling list was lengthened, from five to eight words per week. After Friday's tests, the words were reviewed and the new words were introduced with a pre-test given on the new words. The pre-test was saved for the next week and returned to the students with their new test on Friday. This allowed them to see their progress throughout the week. Spelling continued through May. Then the class did a series of review activities from the words throughout the year.

Occasionally, the students played games while learning to unscramble sentences from their reading story. Each group was given words that made up a sentence. The group had to unscramble the words to make a sentence from the story. When they finished, they raised their hands and had to read their sentences. The team that completed it first received a point. The groups then rotated to new sentences. At the end, the team with the most points received a prize.

Another game the class would play consisted of the classroom teacher dividing the class into two teams. The students were given a word that the class has been learning. The first student to spell the word correctly and sit back in his seat received a point. The team with the most points at the end of the word list won.

Starting in the beginning of the school year, an at-home reading program was introduced. Students kept a reading log in their binders. Each evening, students were required to read for a minimum for five minutes, either to a family member, with a family member, or by a family member. After October, reading to or with family members was encouraged. Parents or guardians were required to sign the student's reading logs each evening. They were checked each morning by the classroom teacher. If a student read each evening for one week straight, they received a paper book on which they printed their name. The paper books were hung around the classroom to encourage the students in their reading progress. The at-home reading program was not mandatory, but it was heavily encouraged by the classroom teacher.

Site B

The researcher in Site B followed the basic prescribed methods of the intervention described earlier. The researcher used a variety of methods motivating students to increase reading fluency.

Guided reading lessons focusing on comprehension strategies were conducted two days a week. The before reading strategies included a discussion of the title, author, and illustrator of the story. This discussion was based on the detailed description of the author and illustrator at the end of each story in the reader. New vocabulary words were introduced and added to the existing word wall. These words were reviewed daily and used in sentences. Reading strategies that were taught to be used during reading included predicting activities, echo reading, and repeated readings. Students worked on oral reading skills such as intonation and expression through the use of cassette tapes provided by the reading series. Post reading activities included students developing and asking comprehension questions of their own, writing story summaries, and paragraphs where students pretended to be one of the characters in the story. They also worked on reading skills on the computer, read with a partner and completed pages from the reading workbook and phonics practice book.

Self-selected reading time was conducted on Wednesday beginning with a 30 minute period in the Learning Resource Center to select books. Upon returning to the classroom, students were given an independent reading time to read their selections. During this time, mini-conferences were conducted with students to discuss their independent reading selections and review the word wall. Students were encouraged to share their independent reading selections either by reading them to the class, giving an oral book report, making a poster or book cover, or conferencing with the researcher. Students kept a record of their independent reading selections. They wrote down the title, author, and length of the book. They also indicated what type of book it was and whether or not they would recommend it to a friend. Teacher read-aloud activities were conducted at the start of each day and a mini-discussion followed the reading. The selections were chosen either by the researcher or the students. The researcher in Site B implemented the use of various activities to improve decoding and spelling skills on a daily basis. These activities included extensive use of the word wall through the repetition of existing words and the addition of new words. Basic sight vocabulary lists and flash cards were used in addition to consonant and vowel cards and posters. Students played various letter and word recognition games, vowel and consonant Bingo, Around the World with Words and rhyming games. A weekly spelling list was introduced on Monday, with activities through Thursday and an assessment on Friday.

The last component of the intervention was the implementation of daily writing activities. Students were required to make a daily journal entry before they went home reflecting on the activities of the day. The researcher conducted mini-modeling lessons involving certain writing skills that were targeted for the week and needed to be mastered by the end of second grade. Students were given time to practice these skills and incorporate them into their writing. Writer's Workshop was conducted daily, but the length of the writing experience varied from day to day. They followed a five step writing process to complete these stories. The five steps included planning, drafting, conferencing, editing, and publishing. At the different stages of the process, students were able to read their stories to the class. The class offered suggestions for content or helped with the mechanics of editing. Students were encouraged, and at times required, to conference with the researcher during all five steps of the writing process. They were also encouraged, and sometimes required, to share their writing with the whole class, a small group, or the researcher. Students had the opportunity to use paper that was designed to go along with a particular theme or they were able to use the regular story paper with space at the top to create their own pictures.

In January, the students of Site B began a pen pal program with a second grade class at another school in the district. This began a unit on letter-writing. The students learned the parts of a friendly letter and transferred this knowledge to a real letter writing experience. The two classes wrote at least one letter to their pen pals every month through May. In June, the two classes went go on a field trip to a nearby park, met their pen pals for the first time and had lunch together. This was a very motivating and enjoyable literacy experience for both classes involved.

The students of Site B were also involved in an at-home reading program. This program was recommended to parents and highly encouraged in the classroom, but it was not mandatory. The parents were provided with suggestions on how to help students decode words, when and where the reading should be done and appropriate book selections. They were encouraged to read together everyday for at least ten minutes, but no longer than twenty minutes. At the beginning of each month, students were given a calendar sheet to take home. We decided on a reading goal for the month and put the number in the corner. Each time a student read to a parent, the parent recorded the amount of time spent and initialed the appropriate square for the day. At the end of the month, the sheets were returned. Students who achieved the goal had their names put on a star and the star was added to the "Star Readers" bulletin board. They were also able to pick a prize from the treasure chest, have extra computer time or extra free time on Friday. All students participated to some degree and the number of students who achieved the goal increased every month.

Site C

The researcher conducted the basic prescribed methods of the intervention described earlier. The first part of each morning began with self-selected reading time. The students referred to this as "Book Time." The teacher at Site C began this period by reading a story aloud to the whole class. Immediately following, the students had independent reading time. During this time, students went to assigned book buckets with their group to choose their reading material. The students were divided into five heterogeneous groups of four to five children per group. The grouping was used to mark their location, but at that location students worked independently. Each day they went to a different bucket until they had been to each, then they would repeat the cycle. Included within the book bucket cycle was also a listening center where students listened to stories on tape while following along, and a computer center where students worked on computer programs selected by the teacher that focused on basic reading skills. While students were rotating, the teacher called over one student at a time to have an individual conference. During the conference, students would either be asked to read aloud a story to the teacher or review word wall words. The teacher mainly focused on sight word recognition, decoding skills and reading fluency patterns such as intonation and expression. At the conclusion of self-selected reading time, the whole class joined the teacher on the floor for a sharing time. Three students, pre-selected by the teacher, spoke in front of the class about the book they had read during their independent reading time. They had marked three or four pages with a post-it note that were of interest to them and shared and explained these pages to the class. Book Time generally lasted for thirty minutes. Self-selected reading time was followed by guided reading time.

During guided reading time students were again divided into four small groups consisting of 4-6 members each. These groups were ability-grouped. The teacher met with three of four groups in fifteen minute time slots, one group at a time. The guided reading emphasis was on oral reading and comprehension. The students read the current story aloud, and the teacher directed them on before, during, and after reading strategies through modeling and applying. While the teacher met with each of these groups, the fourth group went to the reading center which contained various reading games focusing on decoding and word building skills. As groups waited to rotate from guided reading time with the teacher or reading center time, they worked independently at their desks to complete two or three worksheets related to reading skills that were currently being taught. Guided reading time generally lasted between 45-50 minutes.

Writer's Workshop was the designated name of the writing activity time. This time began with a mini-modeling lesson on basic writing skills. Lessons varied from writing process steps to story structure. The teacher modeled writing in each of the process steps and discussed key story elements. The students were taught to follow the following writing process steps: planning, drafting, conferring, editing and publishing. Grammar and mechanics were also taught as a part of these mini-lessons. After the brief ten minute lessons, students went back to their seats to work on their own writing. There were usually one or two parent volunteers in the room who were trained in how to assist students in the writing process. Students read aloud their stories to them and the teacher as well, and parents helped with the editing. Writer's Workshop was often concluded with a sharing time, when students read their published stories aloud. Writing time usually lasted for 30 minutes in its entirety.

The working with words portion of the framework often took place in the afternoon. During working with words, the teacher introduced five word wall words each week. These words were basic sight words and words used most often at the first grade level. Each word was written on the board, one at a time and students would copy them down. In unison, the class would orally recite the spelling of each word while clapping or snapping (various motions/hand movements were used) as each letter was said again and then repeat the word and repeat this process several times for each word. At the end of the week, each word was copied onto a 4 X 6 index card by each student and added to a small plastic bag which contained their own ongoing collection of word wall words. The word bags went back and forth from school to home where they were frequently reviewed with parents. Phonics instruction was incorporated into this portion of the day as well. Vowel sounds were taught, beginning first with short vowels, followed by long vowel sounds. Students worked together to create word family lists with teacher guidance. Brainstorming as a whole group, they worked to create words that shared the same vowel sounds/beginning sounds/ending sounds. Working with words time lasted approximately 15-20 minutes.

Poetry was also a part of the daily routine at Site C. At the beginning of each week a poem was introduced. It was read repeatedly throughout the week through echo readings and choral readings. Activities such as illustrating the poem in a book format, developing motions to act-out the poem and tape-recording class readings of the poem were also incorporated. At the end of each week a copy of the week's poem went home in each child's Poetry Notebook that contained the ongoing collection of poems. Students were expected to read it at home at least three times with their parent, either by choral reading, echo reading or independent reading. They were expected to complete this over the weekend and return with their Poetry Notebook on Monday to reread this poem one final time before beginning with a new poem for the new week. Daily poetry activities took anywhere from 5-20 minutes depending on varying activities. Site C followed the above procedure from September through December. In January, several slight modifications were made to this framework primarily due to the progression of reading abilities at that point in the year. Developmentally, the students were ready for some new experiences and challenges.

In January, self-selected reading time began the same, with the teacher reading aloud, but after that, the students began what was called "Superstar Reading Time." Each student was assigned a day of the week to read aloud to a small group of students. Therefore, there were four to five students assigned to each day. Following the teacher read-aloud, the students assigned to that day each went to a different corner of the classroom while the teacher randomly divided their classmates to be their audience and be read to by the Superstar Reader. The Superstar Reader had chosen and practiced his book at home with parental guidance to prepare for this special read-aloud opportunity. Following the reading, audience members applauded and complimented the reader on his reading, book-choice or shared what was their favorite part of the story.

Upon completion of Superstar Reading Time, students would then move on to their assigned book bucket as they did in the past. One additional variation, however, was that they rotated every three days among reading independently, reading with a partner or reading from the classroom library shelves (instead of their book bucket).

Another January transition was incorporating weekly spelling tests into their working with words time. Each week the students were given 10 core words to study, along with five challenge words. They were given a pre-test on Monday. Those who had already mastered the 10 core words on the pre-test focused on the five challenge words. Students practiced these words in and out of school throughout the week and were tested on them again on Friday. On the test, they were expected to know all 10 core words plus three review words from previous tests, write two dictations sentences that incorporated their spelling words, and for some, know their five challenge words.

January also began Site C's structured at-home reading program. At this time, students were each given a large brown envelope by the teacher, containing a book at their reading level to be read at home by the student to their parent. Once this was done, the parent signed the cover sheet of the envelope next to the appropriate title and returned it to school where the teacher gave them a new book to read. Students were encouraged to read every night if possible, a minimum of every other night. Site C's school also instituted an all school reading program at this time, which was an annual reading challenge lead by the school principal. The goal was for the students to fictitiously send their principal around the country (through every state) by reading. Each book that was read counted as one mile. The students recorded books read at home and at school on little cars that were cut-out on colored paper, and these were hung in the halls around the school building to motivate students to keep reading. Participation was optional but heavily encouraged. It is important to mention that repeated readings were an integral part of the entire framework.

Its design openly lent itself to frequent opportunities for repeated readings. Students read and reread stories from their book buckets during self-selected reading time. They worked on the same story for three to four days during guided reading time, rereading it several times in different ways: independently, with a partner and with their small group. To make repeated reading practice purposeful, students were often given chances to bring their reading books home to read to their parents or other family members. Poetry was incorporated for this purpose as well, to give students meaningful ways to rehearse their reading material, increasing their fluency each time. As a Superstar Reader, each student had to prepare for reading aloud to their small group at home. The expectation was that they would practice their story at home to read with emphasis on reading with expression and intonation.

Presentation and Analysis of Results

This time, the parent survey, "Reading Attitude Inventory for Parents," was sent home with students to give to their parents to complete at home. Students were encouraged to remind their parents to complete and return their surveys as soon as possible. At Site A, 26 of 26 surveys were returned. At Site B, 17 of 19 surveys were returned. At Site C, 20 of 21 surveys were returned. The "Student Reading Attitude Inventory" that was first distributed in September was also distributed in January. It was completed, just as it was in September, with the teacher reading aloud one question at a time as students chose the appropriate answer.

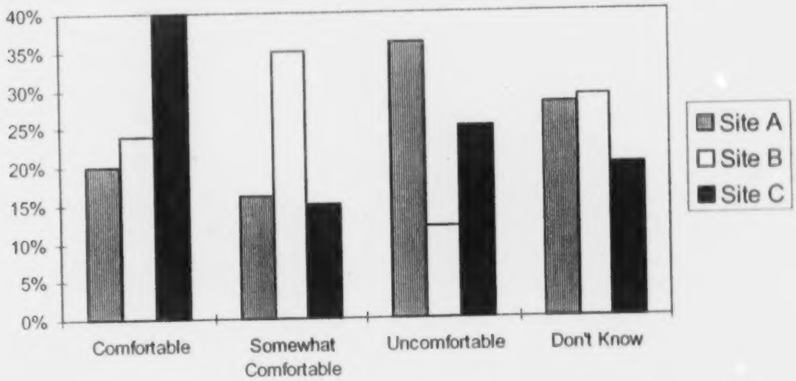

Figure 17 - September Parent Survey - How does your child feel about reading in front of the class?

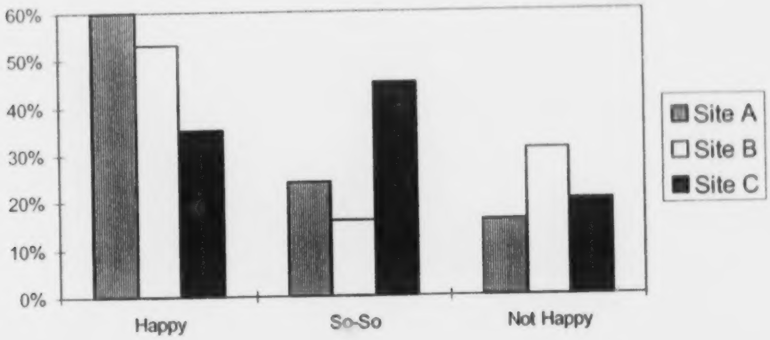

Figure 18 - September Student Survey - How do you feel when your teacher asks you to read aloud in front of the class?

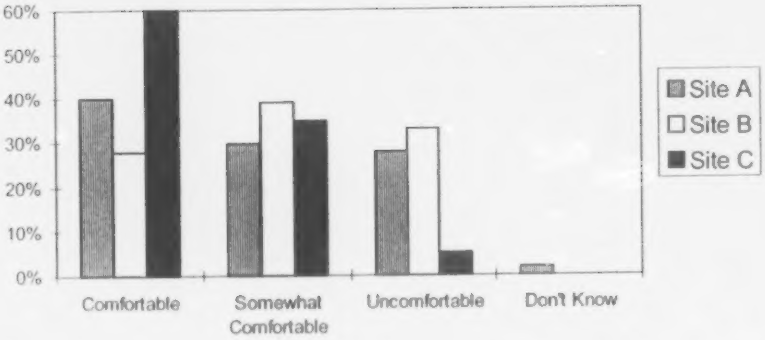

Figure 19 - January Parent Survey - How does your child feel about reading in front of the class?

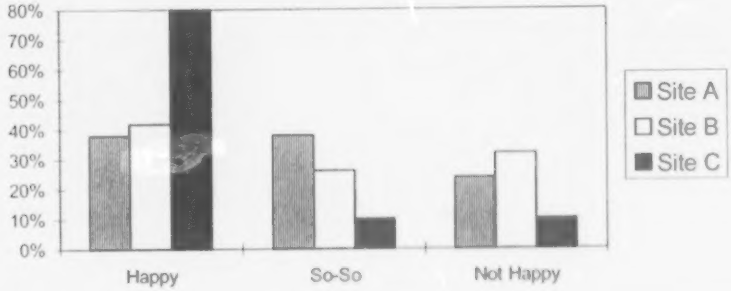

Figure 20 - January Student Survey - How do you feel when your teacher asks you to read aloud in front of the class?

Figure 17 shows the results when parents were asked in September how their child felt about reading aloud in front of the class. At Site A, 20% of the parents said their child was "comfortable," 16% said they were "somewhat comfortable," 36% said they were "uncomfortable" and 28% said they "did not know" how their child felt. At Site B, 24% of the parents said their child was "comfortable", 35% said they were "somewhat comfortable," 12% said they were "uncomfortable" and 29% said they "did not know" how their child felt. At Site C, 40% of the parents said their child was "comfortable," 15% said they were "somewhat comfortable," 25% said they were "uncomfortable" and 20% said they "did not know" how their child felt.

Figure 18 shows the results when students were asked in September how they felt about reading aloud in front of the class. At Site A, 60% of the students said they were "happy," 24% said they were "so-so" and 16% said they were "not happy." At Site B, 53% of the students said they were "happy," 16% said they were "so-so" and 31% said they were "not happy." At Site C, 35% of the students said they were "happy," 45% said they were "so-so" and 20% said they were "not happy."

Figure 19 shows the results when parents were asked again in January how their child felt about reading aloud in front of the class. At Site A, 40% of the parents said their child was "comfortable," 30% said they were "somewhat comfortable," 28% said they were "uncomfortable" and 2% said they "did not know" how their child felt. At Site B, 28% of the parents said their child was "comfortable," 39% said they were "somewhat comfortable" and 33% said they were "uncomfortable." At Site C, 60% of the parents said their child was "comfortable," 35% said they were "somewhat comfortable" and 5% said they were "uncomfortable."

Figure 20 shows the results when students were asked in January how they felt about reading aloud in front of the class. At Site A, 38% of the students said they were "happy," 38% said they were "so-so" and 24% said they were "not happy." At Site B, 42% of the students said they were "happy," 26% said they were "so-so" and 32% said they were "not happy." At Site C, 80% of the students said they were "happy," 10% said they were "so-so" and 10% said they were "not happy."

After comparing and analyzing the results from the September and January surveys, it appeared that the comfort level for reading in front of the class had decreased. However, at Site C, the comfort level had more than doubled, going from 35% to 80%. The goal was to increase the comfort level of students when reading aloud at all sites. Because the results were not quite what was expected, the teachers at Sites A and B questioned their students as to why they felt less comfortable reading aloud to the class. The students responded that the reading material was much more challenging than material read earlier in the year.

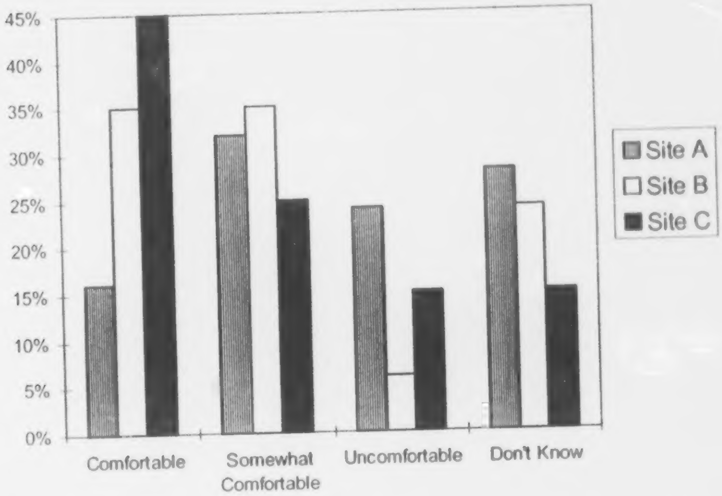

Figure 21 - September Parent Survey - How does your child feel about reading to the teacher?

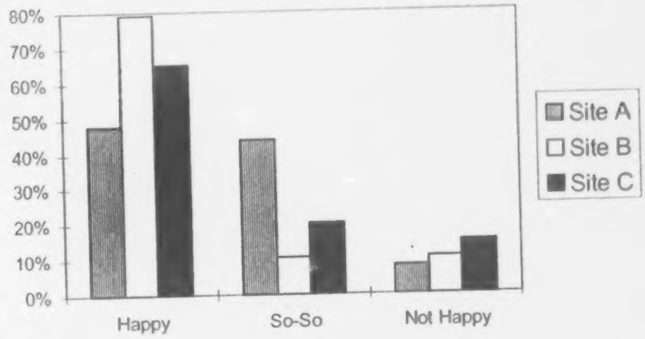

Figure 22 - September Student Survey - How do you feel when you are asked to read to the teacher?

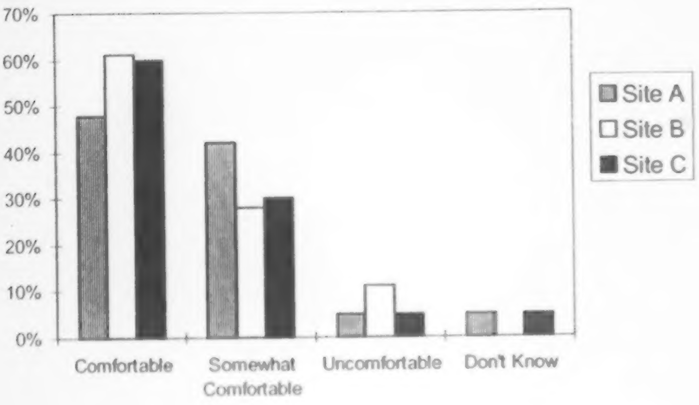

Figure 23 - January Parent Survey- How does your child feel about reading to the teacher?

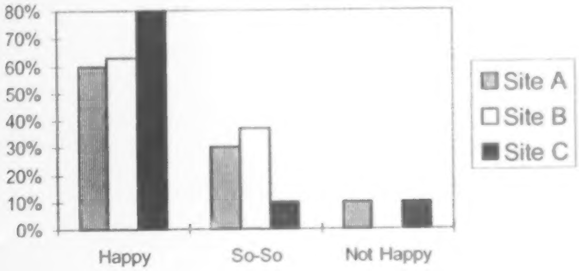

Figure 24 - January Student Survey - How do you feel when you are asked to read to the teacher?

Figure 21 shows the parents' responses in September to how their child felt about reading aloud to the teacher. At Site A, 16% of the parents said their child was "comfortable", 32% said they were "somewhat comfortable", 24% said they were "uncomfortable" and 28% said they "did not know" how their child felt. At Site B, 24% of the parents said their child was "comfortable", 35% said they were "somewhat comfortable", 12% said they were "uncomfortable" and 29% said they "did not know" how their child felt. At Site C, 40% of the parents said their child was "comfortable", 15% said they were "somewhat comfortable", 25% said they were "uncomfortable" and 20% said they "did not know" how their child felt.

Figure 22 shows the students' response in September to how they felt about reading aloud to the teacher. At Site A, 48% of the students said they were “happy”, 44% said they were “so-so” and eight percent said they were “not happy”. At Site B, 79% of the students said they were “happy”, 10.5% said they were “so-so” and 10.5% said they were “not happy”. At Site C, 65% of the students said they were “happy”, 20% said they were “so-so” and 15% said they were “not happy”.

Figure 23 shows the parents' response in January to how their child felt about reading aloud to the teacher. At Site A, 48% of the parents said their child was “comfortable”, 42% said they were somewhat comfortable, 5% said they were uncomfortable” and 5% said they “did not know” how their child felt. At Site B, 61% of the parents said their child was “comfortable”, 28% said they were “somewhat comfortable” and 11% said they were “uncomfortable”. At Site C, 60% of the parents said their child was “comfortable”, 30% said they were “somewhat comfortable”, five percent said they were “uncomfortable” and five percent said they “did not know” how their child felt.

Figure 24 shows the students' responses in January to how they felt about reading aloud to the teacher. At Site A, 60% of the students said they were “happy,” 30% said they were “so-so” and 10% said they were “not happy.” At Site B, 63% of the students said they were “happy” and 37% said they were “so-so.” At Site C, 80% of the students said they were “happy,” 10% said they were “so-so” and 10% said they were “not happy.”

Overall there was a positive increase at each site in what the parents thought about their child's comfort level in reading to the teacher. At Site B there was a decrease of 16% that stated they were happy to read to the teacher. However, there was a significant increase in the so-so response, and no one indicated that they were unhappy. Site B's students when questioned further, stated that they did not understand why they still had to read aloud.

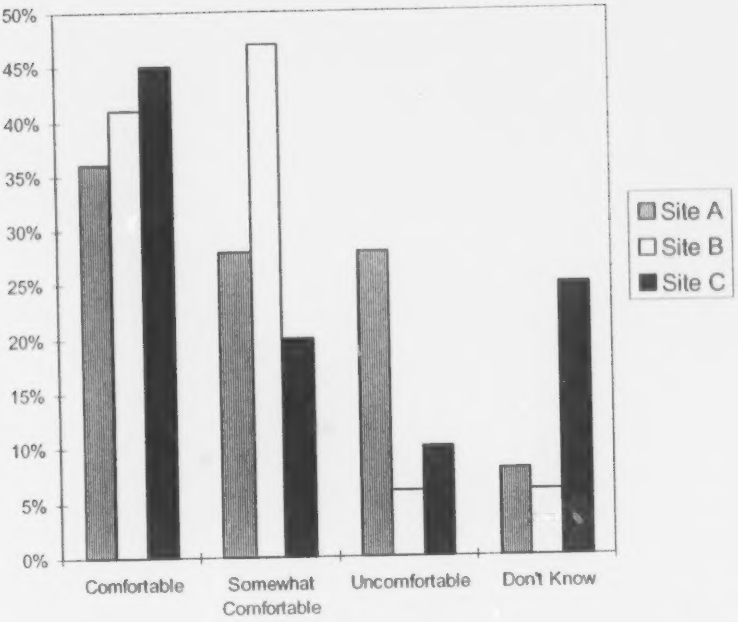

Figure 25 - September Parent Survey - How does your child feel about his/her ability to read orally?

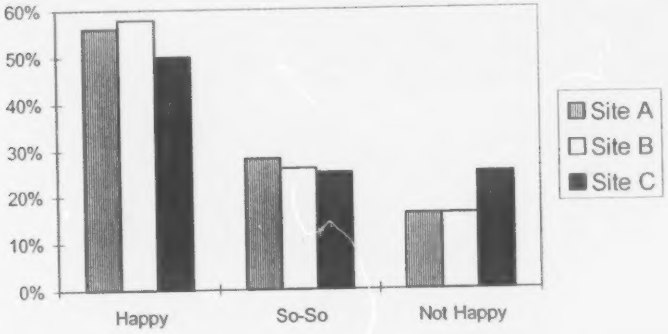

Figure 26 - September Student Survey - How do you feel about how you read?

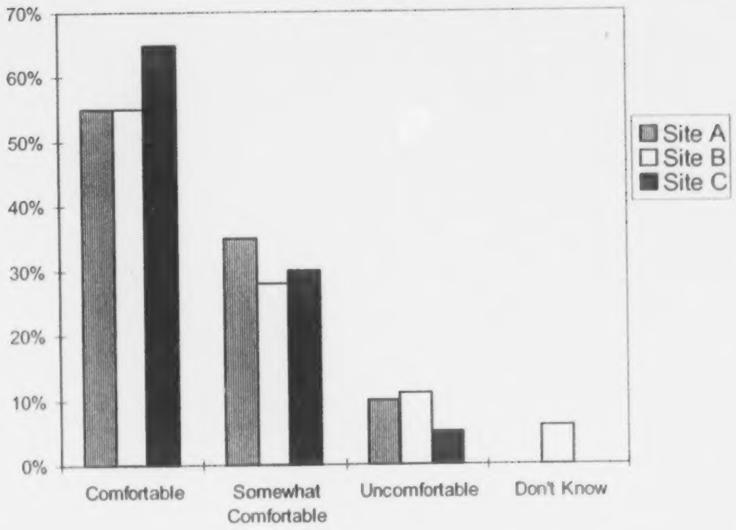

Figure 27 - January Parent Survey - How does your child feel about his/her ability to read orally?

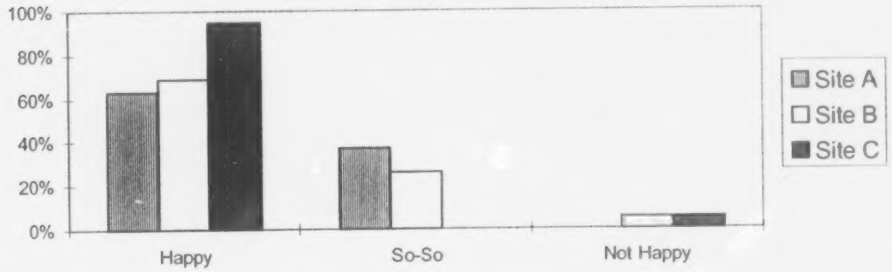

Figure 28 - January Student Survey - How do you child feel about how you read?

Figure 25 shows the parents' responses in September to how their child feels about his/her ability to read orally. At Site A, 36% of the parents said their child was "comfortable," 28% said they were "somewhat comfortable," 28% said they were "uncomfortable" and eight percent said they "did not know" how their child felt. At Site B, 41% of the parents said their child was "comfortable," 47% said they were "somewhat comfortable," six percent said they were "uncomfortable" and six percent said they "did not know" how their child felt. At Site C, 45% of the parents said their child was "comfortable," 20% said they were "somewhat comfortable," 10% said they were "uncomfortable" and 25% said they "did not know" how their child felt.

Figure 26 shows the students' responses in September to how they felt about how they read. At Site A, 56% of the students said they were "happy," 28% said they were "so-so" and 16% said they were "not happy." At Site B, 58% of the students said they were "happy," 26% said they were "so-so" and 16% said they were "not happy." At Site C, 50% of the students said they were "happy," 25% said they were "so-so" and 25% said they were "not happy."

Figure 27 shows the parents' response in January to how their child felt about his/her ability to read orally. At Site A, 55% of the parents said their child was "comfortable," 35% said they were "somewhat comfortable," and 10% said they were "uncomfortable." At Site B, 55% of the parents said their child was "comfortable," 28% said they were "somewhat comfortable," 11% said they were "uncomfortable" and 6% said they "did not know" how their child felt. At Site C, 65% of the parents said their child was "comfortable," 30% said they were "somewhat comfortable" and 5% said they were "uncomfortable."

Figure 28 shows the students' responses in January to how they felt about how they read. At Site A, 63% of the students said they were "happy" and 37% said they were "so-so." At Site B, 69% of the students said they were "happy," 26% said they were "so-so" and five percent said they were "not happy." At Site C, 95% of the students said they were "happy" and 5% said they were "not happy."

In response to how the child felt about his/her oral reading ability, the parents showed increases at each site, with Site C showing the greatest increase. Each site showed a decrease in the number of students that felt uncomfortable about their oral reading ability, with Site A showing the most significant decrease. Overall, "did not know" responses decreased, with Site's A and C disappearing altogether and Site B remaining the same. The student responses show that the overall comfort level increased significantly in January. Site A indicated that no students were "unhappy" and Sites B and C indicated only five percent each.

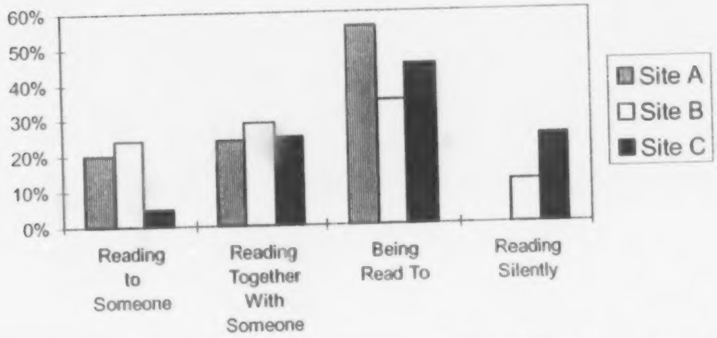

Figure 29 - September Parent Survey - Type of Reading Parent Thinks Child Prefers

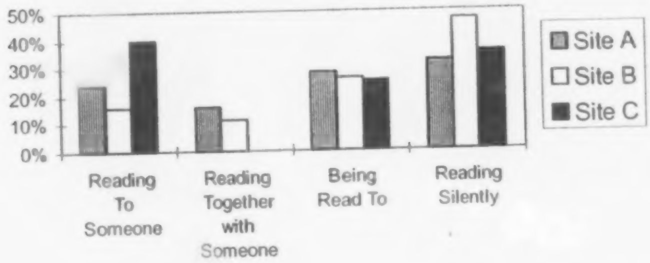

Figure 30 - September Student Survey - Student's Reading Preferences

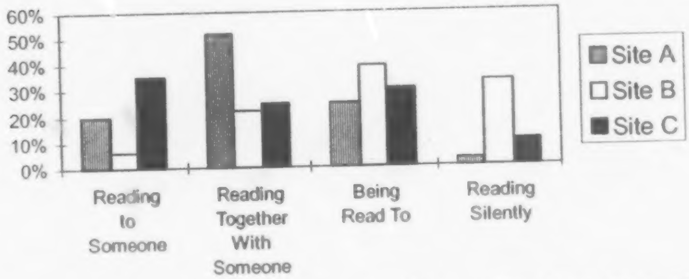

Figure 31 - January Parent Survey - Type of Reading Parent Thinks Child Prefers

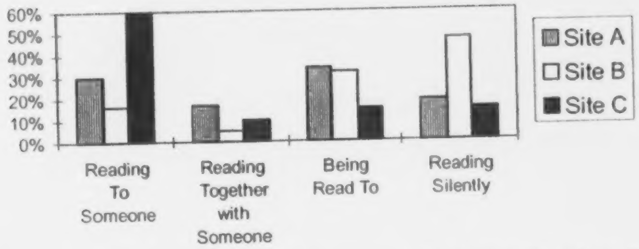

Figure 32 - January Student Survey - Student's Reading Preferences

Figure 29 shows the parents' responses in September to what type of reading their child preferred. At Site A, 20% said they preferred "reading to someone," 24% said they preferred "reading together with someone" and 56% said they preferred "being read to." At Site B, 24% said they preferred "reading to someone," 29% said they preferred "reading together with someone," 35% said they preferred "being read to" and 12% said they preferred "reading silently." At Site C, five percent said they preferred "reading to someone," 25% said they preferred "reading together with someone," 45% said they preferred "being read to" and 25% said they preferred "reading silently."

Figure 30 shows the students' responses in September to what type of reading they preferred. At Site A, 24% said they preferred "reading to someone," 16% said they preferred "reading together with someone," 28% said they preferred "being read to" and 32% said they preferred "reading silently." At Site B, 16% said they preferred "reading to someone," 11% said they preferred "reading together with someone," 26% said they preferred "being read to" and 47% said they preferred "reading silently." At Site C, 40% said they preferred "reading to someone," 0% said they preferred "reading together with someone," 25% said they preferred "being read to" and 35% said they preferred "reading silently."

Figure 31 shows the parents' responses in January to what type of reading their child preferred. At Site A, 20% said they preferred "reading to someone," 52% said they preferred "reading together with someone," 25% said they preferred "being read to" and

3% said they preferred "reading silently." At Site B, 6% said they preferred "reading to someone," 22% said they preferred "reading together with someone," 39% said they preferred "being read to" and 33% said they preferred "reading silently." At Site C, 35% said they preferred "reading to someone," 25% said they preferred "reading together with someone," 30% said they preferred "being read to" and 10% said they preferred "reading silently."

Figure 32 shows the students' responses in January to what type of reading they preferred. At Site A, 30% said they preferred "reading to someone," 17% said they preferred "reading together with someone," 34% said they preferred "being read to" and 19% said they preferred "reading silently." At Site B, 16% said they preferred "reading to someone," 5% said they preferred "reading together with someone," 32% said they preferred "being read to" and 47% said they preferred "reading silently." At Site C, 60% said they preferred "reading to someone," 10% said they preferred "reading together with someone," 15% said they preferred "being read to" and 15% said they preferred "reading silently."

In September, the parents at all three sites thought that students preferred "to be read to". However, students at Site's A and B preferred "reading silently" and Site C preferred "reading to someone". Therefore, September's parents disagreed with the preferred reading method. In January, Site C's parents and students agreed that the preferred type of reading was "reading to someone". Site A's parents stated that the preferred method of reading was "reading together with someone", but students preferred "being read to". Site B's parents responded that the students preferred "being read to", but students responded that they preferred "reading silently". At Site A, parents and students preferred type of reading changed from September to January, and at no time did they agree with each other. At Site B, from September to January, the responses for reading preference remained consistent for both the students and parents, but at no time did they agree. At Site C, from September to January, the students' preferred method of "reading to someone" remained the same. However, the parents' opinion changed from "being read to", to "reading to someone", which was in agreement with the students.

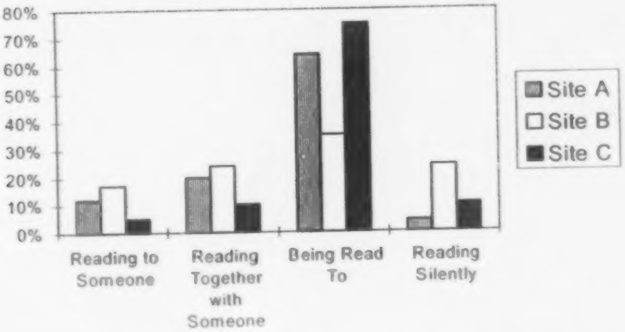

Figure 33 - September Parent Survey - Parent Report on Child's Method of Reading Most Often at Home

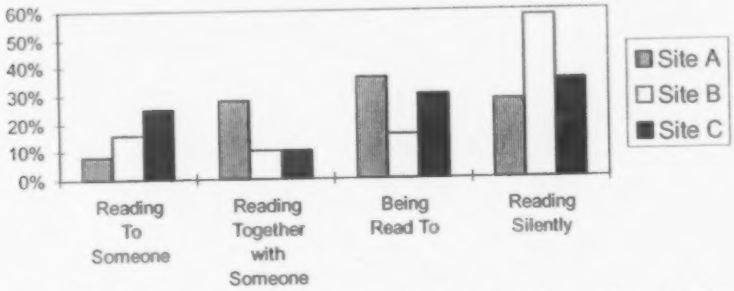

Figure 34 - September Student Survey - Student Report on Method of Reading Most Often at Home

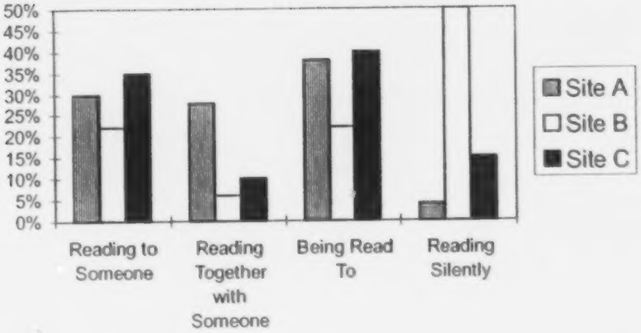

Figure 35 - January Parent Survey - Parent Report on Child's Method of Reading Most Often at Home

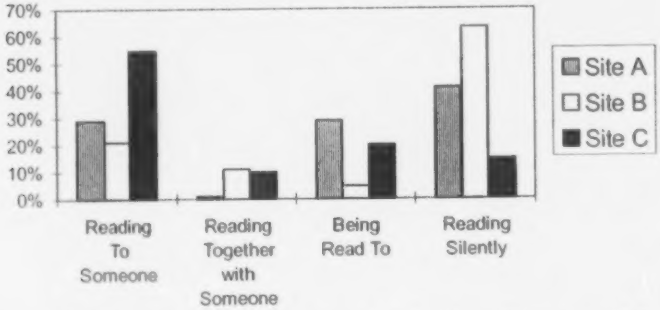

Figure 36 - January Student Survey - Student Report on Method of Reading Most Often at Home

Figure 33 indicates the parents' report in September on the method of reading their child does the most often at home. At Site A, 12% said they were most often "reading to someone", 20% said they were "reading together with someone", 64% said they were "being read to" and four percent said they were "reading silently". At Site B, 17% said they were "reading to someone", 24% said they were "reading together with someone", 35% said they were "being read to" and 24% said they were "reading silently". At Site C, five percent said they were "reading to someone", 10% said they were "reading together with someone", 75% said they were "being read to" and 10% said they were "reading silently".

Figure 34 shows the students' responses in September to what method of reading they did the most often at home. At Site A, eight percent said they were most often “reading to someone”, 28% said they were “reading together with someone”, 36% said they were “being read to” and 28% said they were “reading silently”. At Site B, 16% said they were “reading to someone”, 10% said they were “reading together with someone”, 16% said they were “being read to” and 58% said they were “reading silently”. At Site C, 25% said they were “reading to someone”, 10% said they were “reading together with someone”, 30% said they were “being read to” and 35% said they were “reading silently”.

Figure 35 indicates parents' reports in January on the method of reading their child did the most often at home. At Site A, 30% said they were most often “reading to someone”, 28% said they were “reading together with someone”, 38% said they were “being read to” and four percent said they were “reading silently”. At Site B, 22% said they were “reading to someone”, six percent said they were “reading together with someone”, 22% said they were “being read to” and 50% said they were “reading silently”. At Site C, 35% said they were “reading to someone”, 10% said they were “reading together with someone”, 40% said they were “being read to” and 15% said they were “reading silently”.

Figure 36 shows the students' responses in January to what method of reading they did the most often at home. At Site A, 29% said they were most often “reading to someone”. One percent said they were “reading together with someone”, 29% said they were “being read to” and 41% said they were “reading silently”. At Site B, 21% said they were “reading to someone”, 11% said they were “reading together with someone”, five percent said they were “being read to” and 63% said they were “reading silently”. At Site C, 55% said they were “reading to someone”, 10% said they were “reading together with someone”, 20% said they were “being read to” and 15% said they were “reading silently”.

In September, all three sites' parents reported the method read most often at home was "being read to" (consistent with their previous stated preference). In January, the method at Sites A and C remained the same, but Site B changed to "reading silently". In September, the students at Site A agreed that most often they were "being read to", and in January it was "reading silently". Students at Site B in September and January agreed that the method of reading was "reading silently". In September, students at Sites C reported "reading silently" most often. However, in January the method of reading was "to someone". In September students were "being read to" because their reading ability was less developed.

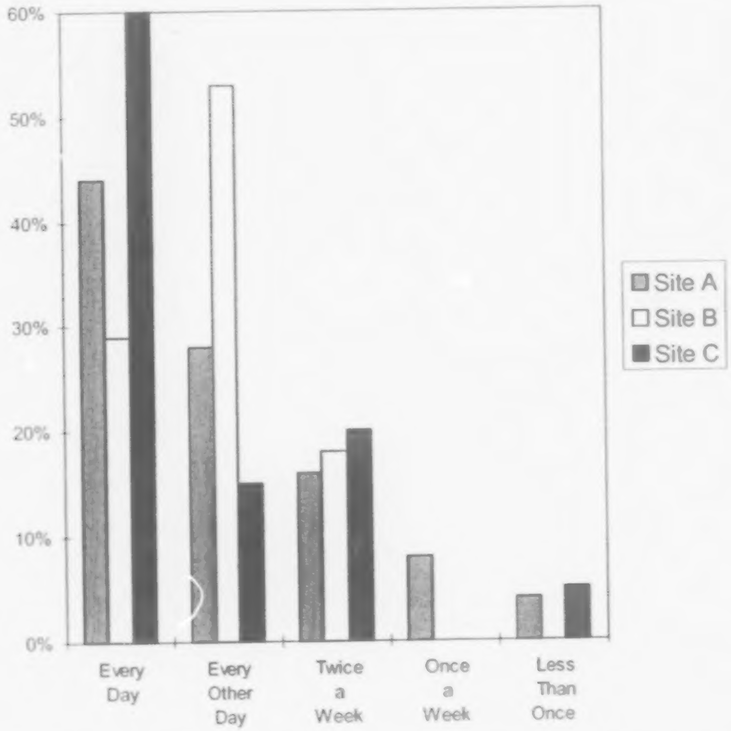

Figure 37 - September Parent Survey-Parent Report on Child's Frequency of Reading Periods At Least 15 Minutes in Length

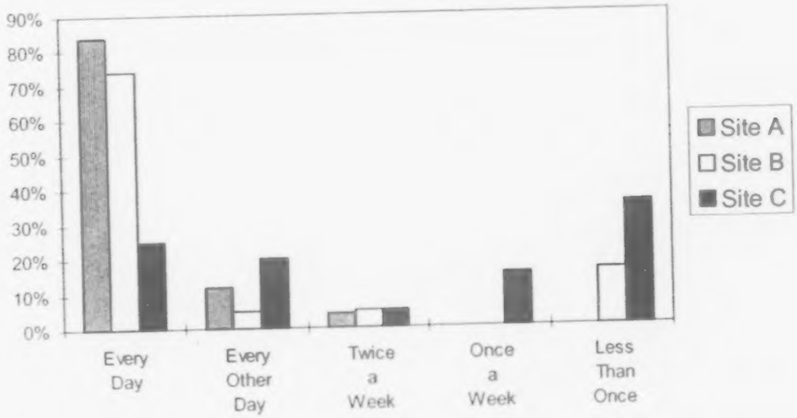

Figure 38 - September Student Survey - Child's Report on Their Frequency of Reading Periods At Least 15 Minutes in Length

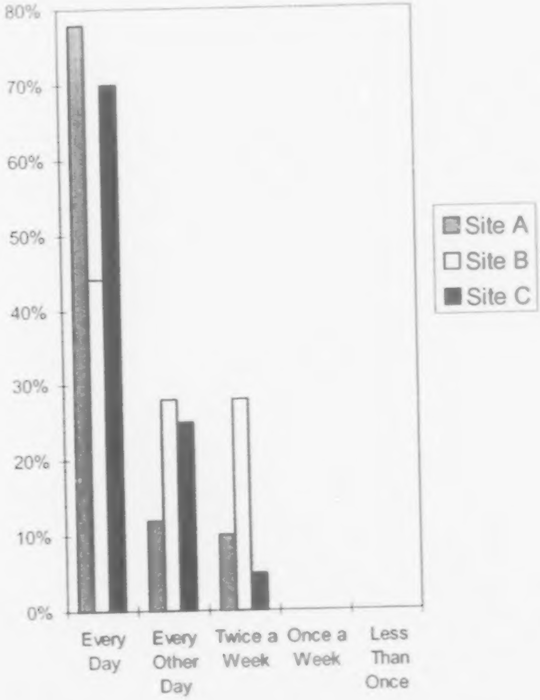

Figure 39 - January Parent Survey - Parent Report on Child's Frequency of Reading Periods At Least 15 Minutes in Length

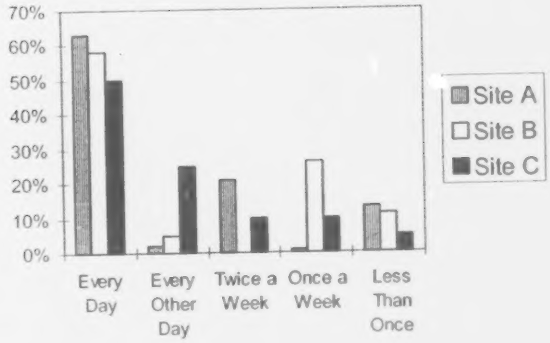

Figure 40 - January Student Survey - Child's Report on Their Frequency of Reading Periods At Least 15 Minutes in Length

In September, parents and students of Site A agreed that reading was done at home "everyday". At Site B there was a slight discrepancy. However, at Site C there was a huge discrepancy. Over half the parents indicated that students were reading "every day", while more than one third of the students indicated they read "less than once a week". In January, students and parents at all sites agreed that students read at home "every day".

Figure 37 shows the responses of parents in September when they were asked how often their child read at home for periods that were at least 15 minutes long. At Site A, 44% said their child read at home "every day", 28% said "every other day", 16% said "twice a week", 8% said "once a week" and 4% said "less than once a week". At Site B, 29% said their child read at home "every day", 53% said "every other day" and 18% said "twice a week". At Site C, 60% said their child read at home "every day", 15% said "every other day", 20% said "twice a week", and 5% said "less than once a week".

Figure 38 shows the responses of students in September when they were asked how often they read at home for periods that were at least 15 minutes long. At Site A, 84% said they read at home "every day", 12% said "every other day" and 4% said "twice a week". At Site B, 74% said they read at home "every day", 5% said "every other day", 5% said "twice a week", and 16% said "less than once a week". At Site C, 25% said they read at home "every day", 20% said "every other day", 5% said "twice a week", 15% said "once a week" and 35% said "less than once a week".

Figure 39 shows the responses of parents in January when they were asked how often their child reads at home for periods that are at least 15 minutes long. At Site A, 78% said their child read at home "every day", 12% said "every other day" and 10% said "twice a week". At Site B, 44% said their child read at home "every day", 28% said "every other day" and 28% said "twice a week". At Site C, 70% said their child read at home "every day", 25% said "every other day" and 5% said "twice a week".

Figure 40 shows the responses of students in January when they were asked how often they read at home for periods that are at least 15 minutes long. At Site A, 63% said they read at home "every day", 2% said "every other day", 21% said "twice a week", 1% said "once a week" and 13% said "less than once a week". At Site B, 58% said they read at home "every day", 5% said "every other day", 26% said "once a week" and 11% said "less than once a week". At Site C, 50% said they read at home "every day", 25% said "every other day", 10% said "twice a week", 10% said "once a week" and 5% said "less than once a week".

Reading Miscue Assessments were done with each student at each site in September and again in January. Each student was asked to read aloud a short passage from grade level material. The teacher conducted each assessment one on one. The student's miscue percentage was determined by dividing the number of errors by the total number of words given.

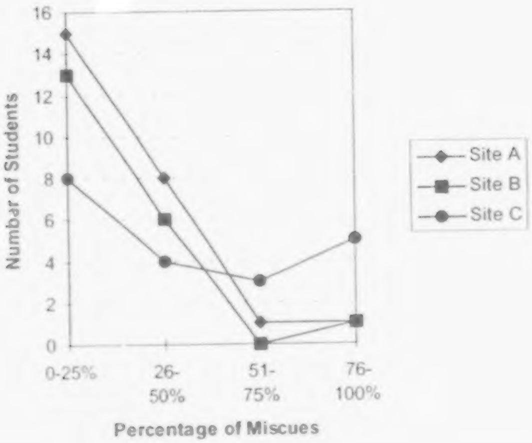

Figure 41 - September Reading Miscue Assessment

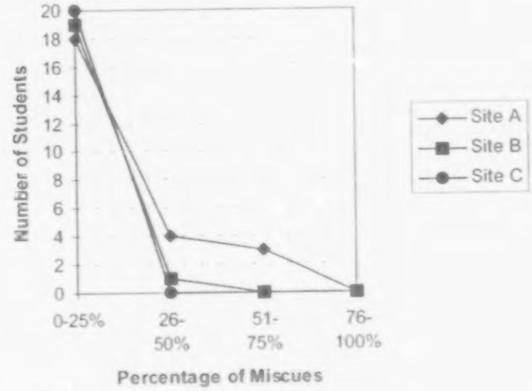

Figure 42 - January Reading Miscue Assessment

Figure 41 shows the results of the September Reading Miscue Assessment. At Site A, 15 students had a miscue percentage between 0-25%, with 8 students scoring between 26-50%, 1 student scoring between 51-75% and 1 student scoring between 76-100%. At Site B, 13 students had a miscue percentage between 0-25%, with 6 students scoring between 26-50%, 0 students scoring between 51-75% and 1 student scoring between 76-100%. At Site C, 8 students had a miscue percentage between 0-25%, with 4 students scoring between 26-50%, 3 students scoring between 51-75% and 5 students scoring between 76-100%.

Figure 42 shows the results of the January Reading Miscue Assessment. At Site A, 18 students had a miscue percentage between 0-25%, with four students scoring between 26-50% and three students scoring between 51-75%. At Site B, 19 students had a miscue percentage between 0-25% and one student scoring between 26-50%. At Site C, all 20 students had a miscue percentage between 0-25%.

In September, 35 of the combined 64 students at all three sites scored in the top quartile by exhibiting the lowest percentage of miscues. Eighteen scored in the second quartile, four in the third quartile, and seven in the bottom quartile. Site A and B's numbers are relatively similar, while Site C's results showed the greatest division between each quartile.

In January, 56 of the combined 64 students at all three sites scored in the top quartile by exhibiting the lowest percentage of miscues. Five scored in the second quartile, three in the third, all from Site A, and none of the students at any site scored in the fourth quartile. All sites exhibited significant growth, with Site C being the most. Due to the interventions, only three of the students, overall, remained in the third quartile and no students in the fourth. Researchers at all three sites felt this was evidence of a successful intervention.

In September, again in November, and then finally in January, the teachers at each site also observed each student reading orally in a book at their appropriate reading level while keeping notes on the Oral Reading Observation Form. The teacher conducted these observations one on one with the students.

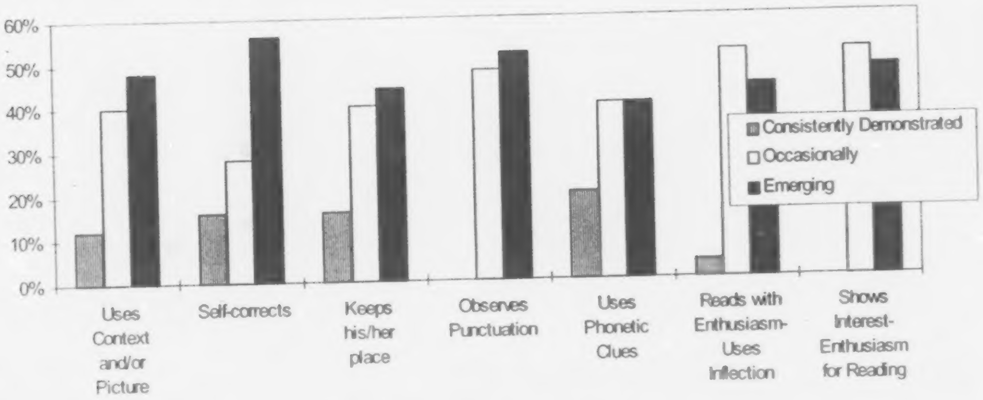

Figure 43 - September Oral Reading Observation at Site A

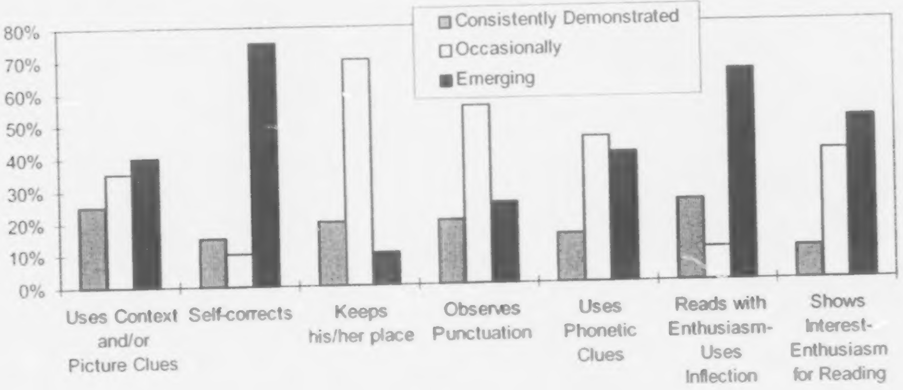

Figure 44- September Oral Reading Observation at Site B

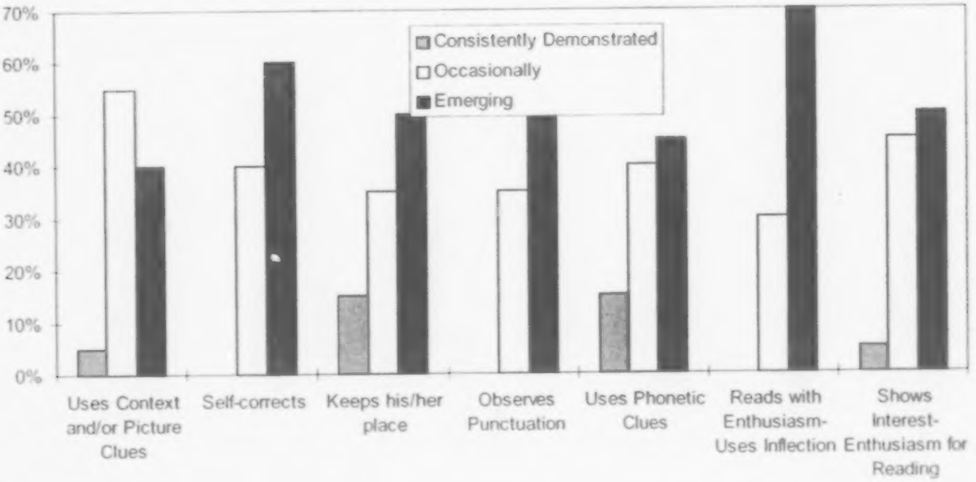

Figure 45 - September Oral Reading Observation at Site C

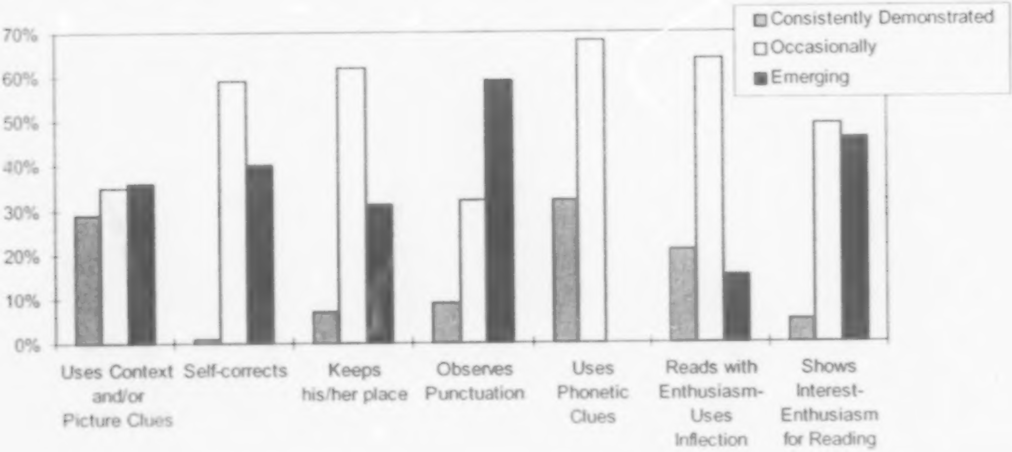

Figure 46- November Oral Reading Observation at Site A

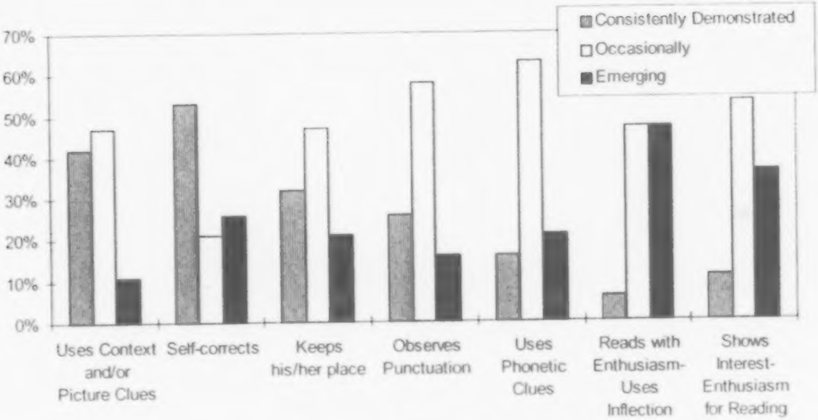

Figure 47- November Oral Reading Observation at Site B

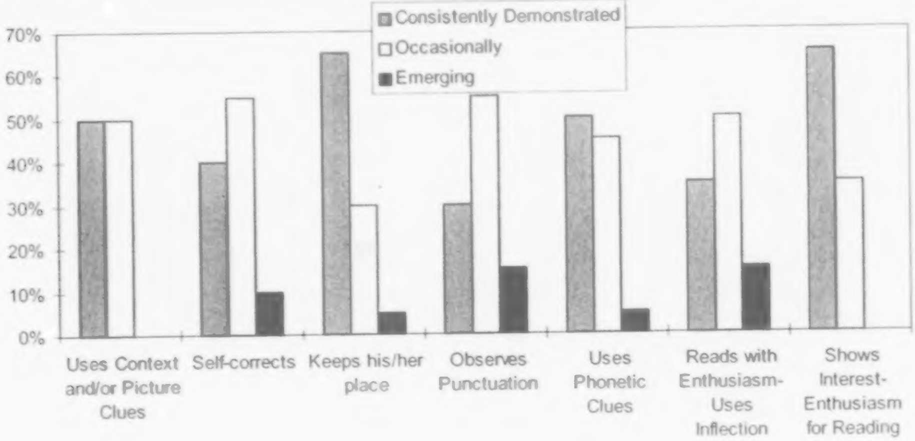

Figure 48- November Oral Reading Observation at Site C

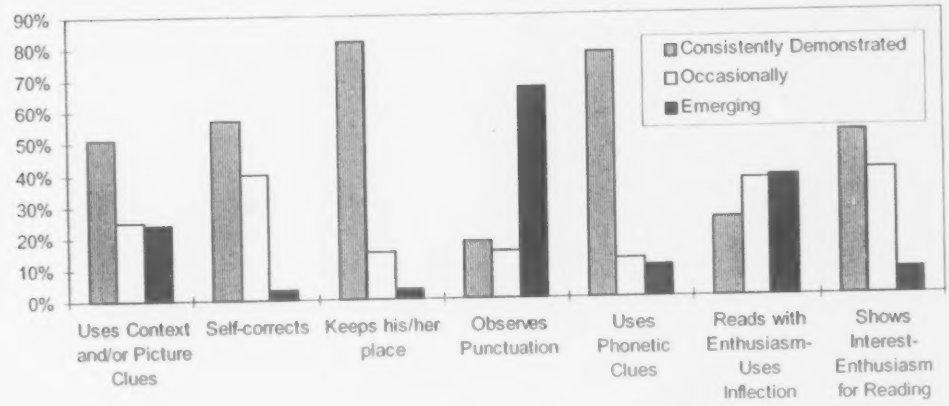

Figure 49- January Oral Reading Observation at Site A

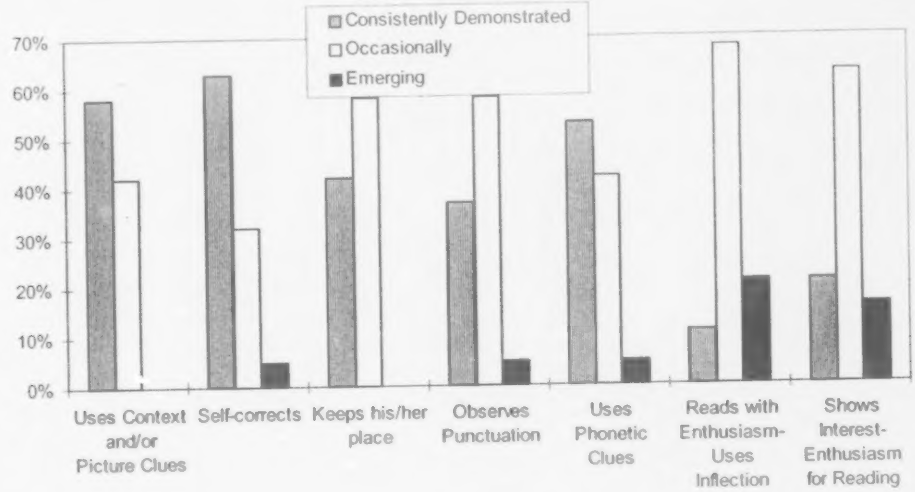

Figure 50- January Oral Reading Observation at Site B

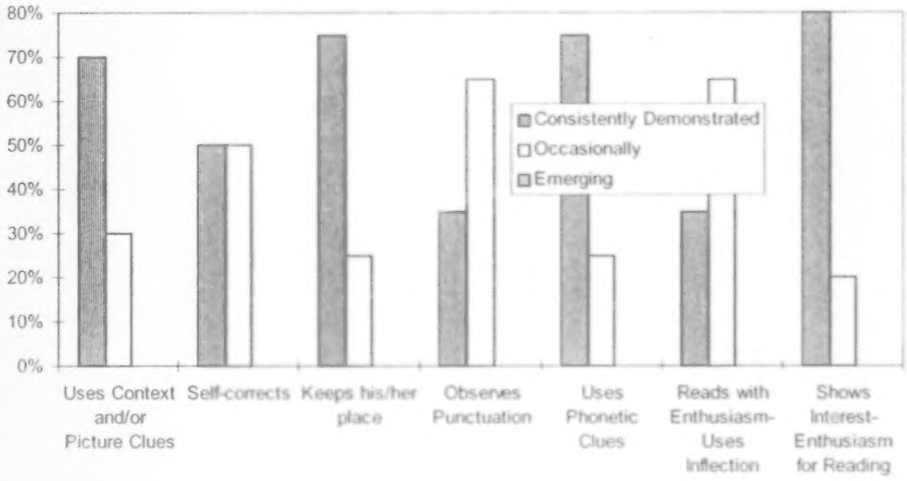

Figure 51- January Oral Reading Observation at Site C

Figure 43 shows the teacher's observations at Site A in September. Twelve percent of the students at Site A were "consistently demonstrating using context and/or picture clues", with 40% using them "occasionally" and 48% "emerging" in this skill. Sixteen percent were "consistently demonstrating self-correcting", with 28% doing this "occasionally" and 56% "emerging" in this skill. Sixteen percent of the students were "consistently demonstrating being able to keep their place", with 40% doing this "occasionally" and 44% "emerging" in this skill. Forty-eight percent were "occasionally observing punctuation", with 52% "emerging" in this skill. Twenty percent were "consistently demonstrating using phonetic clues", with 40 % doing this "occasionally" and 40% "emerging" in this skill. Four percent were "consistently demonstrating reading with enthusiasm-using inflection", with 52% doing this "occasionally" and 44% "emerging" in this skill. None of the students were "consistently demonstrating showing interest and enthusiasm for reading", with 52% doing this "occasionally" and 48% "emerging" in this skill.

Figure 44 shows the teacher's observations at Site B in September . Ten percent of the students at Site B were "consistently demonstrating using context and/or picture clues", with 55% using them "occasionally" and 35% "emerging" in this skill. Ten percent were "consistently demonstrating self-correcting", with 55% doing this "occasionally" and 35% "emerging" in this skill. Twenty percent of the students were "consistently demonstrating being able to keep their place", with 70% doing this "occasionally" and 10% "emerging" in this skill. Twenty percent were "consistently demonstrating observing punctuation", with 55% doing this "occasionally" and 25% "emerging" in this skill. Fifteen percent were "consistently demonstrating using phonetic clues", with 45% doing this "occasionally" and 40% "emerging" in this skill. Twenty-five percent were "consistently demonstrating reading with enthusiasm-using inflection", with 10% doing this "occasionally" and 65% "emerging" in this skill. Ten percent were "consistently demonstrating showing interest and enthusiasm for reading", with 40% doing this "occasionally" and 50% "emerging" in this skill.

Figure 45 shows the teacher's observations at Site C in September. Five percent of the students at Site C were "consistently demonstrating using context and/or picture clues", with 55% using them "occasionally" and 40% "emerging" in this skill. Forty percent were "occasionally demonstrating self-correcting" and 60% "emerging" in this skill. Fifteen percent of the students were "consistently demonstrating being able to keep their place", with 35% doing this "occasionally" and 50% "emerging" in this skill. Thirty percent of the students were "occasionally demonstrating observing punctuation" and 70% "emerging" in this skill. Fifteen percent were "consistently demonstrating using phonetic clues", with 40% doing this "occasionally" and 45% "emerging" in this skill. Thirty percent of the students "demonstrating reading with enthusiasm-using inflection" and 70% "emerging" in this skill. Five percent were "consistently demonstrating showing interest and enthusiasm for reading", with 45% doing this "occasionally" and 50% "emerging" in this skill.

To analyze the progressive growth, the average was computed at all three sites. In September, an average of only 11% of the students "consistently demonstrated" the use of these skills. An average of 43% of the students "occasionally demonstrated" the use of these skills. An average of 46% of the students were "emerging" in the use of these skills. During this time, Site B recorded the highest number of students making use of these skills, followed by Site A and then Site C. This was the expectation of the researchers due to the fact that students at Sites A and C were first graders and students at Site B were second graders. Site A and Site C reported that none of the first grade students made appropriate use of punctuation when reading orally. This was attributed to the fact that an understanding of punctuation was minimal at that point in the school year. Another area of discrepancy was the low level of enthusiasm towards reading displayed by students in Sites A and C.

Figure 46 shows the teacher's observations at Site A in November. Twenty-nine percent of the students at Site A were "consistently demonstrating using context and/or picture clues", with 35% using them "occasionally" and 36% "emerging" in this skill. One percent of the students were "consistently demonstrating self-correcting", with 59% doing this "occasionally" and 40% "emerging" in this skill. Seven percent of the students were "consistently demonstrating being able to keep their place", with 62% doing this "occasionally" and 31% "emerging" in this skill. Nine percent were "consistently demonstrating observing punctuation", with 32% doing this "occasionally" and 59% "emerging" in this skill. Thirty-two percent were "consistently demonstrating using phonetic clues", with 68% doing this "occasionally". Twenty-one percent were "consistently demonstrating reading with enthusiasm-using inflection", with 64% doing this "occasionally" and 15% "emerging" in this skill. Five percent of the students were "consistently demonstrating showing interest and enthusiasm for reading", with 49% doing this "occasionally" and 46% "emerging" in this skill.

Figure 47 shows the teacher's observations at Site B in November. Forty-two percent of the students at Site B were "consistently demonstrating using context and/or picture clues", with 47% using them "occasionally" and 11% "emerging" in this skill. Fifty-three percent were "consistently demonstrating self-correcting", with 21% doing this "occasionally" and 26% "emerging" in this skill. Thirty-two percent of the students were "consistently demonstrating being able to keep their place", with 47% doing this "occasionally" and 21% "emerging" in this skill. Twenty-six percent were "consistently demonstrating observing punctuation", with 58% doing this "occasionally" and 16% "emerging" in this skill. Sixteen percent were "consistently demonstrating using phonetic clues", with 63% doing this "occasionally" and 21% "emerging" in this skill. Six percent were "consistently demonstrating reading with enthusiasm-using inflection", with 47% doing this "occasionally" and 47% "emerging" in this skill. Eleven percent were "consistently demonstrating showing interest and enthusiasm for reading", with 53% doing this "occasionally" and 36% "emerging" in this skill.

Figure 48 shows the teacher's observations at Site C in November. Fifty percent of the students at Site C were "consistently demonstrating using context and/or picture clues", with 50% using them "occasionally". Forty percent of the students were "consistently demonstrating self-correcting", with 55% doing this "occasionally" and 10% "emerging" in this skill. Sixty-five percent of the students were "consistently demonstrating being able to keep their place", with 30% doing this "occasionally" and 5% "emerging" in this skill. Thirty percent of the students were "consistently demonstrating observing punctuation", with 55% doing this "occasionally" and 15% "emerging" in this skill. Fifty percent were "consistently demonstrating using phonetic clues", with 45% doing this "occasionally" and 5% "emerging" in this skill. Thirty-five percent of the students were "consistently demonstrating reading with enthusiasm-using inflection", with 50% doing this "occasionally" and 15% "emerging" in this skill.

Sixty-five percent were “consistently demonstrating showing interest and enthusiasm for reading”, with 35% doing this “occasionally”.

Once again, researchers computed averages of all three sites to analyze the overall findings. In November, an average of 30% of the students “consistently demonstrated” the use of these skills. An average of 49% of the students “occasionally demonstrated” the use of these skills. An average of 21% of the students were “emerging” in the use of these skills. The results of the November Oral Reading Observation indicated a dramatic increase in the use of these skills. The researchers were very encouraged by these results and therefore motivated to continue the intervention through January. During this time, Site C recorded the highest number of students making use of these skills followed by Site B and then Site A. Site A showed the greatest increase in the use of phonetic clues. Site C showed the most growth in enthusiasm for reading. Site B showed student progress in the skill of self-correcting.

Figure 49 showed the teacher's observations at Site A in January. Fifty-one percent of the students at Site A were “consistently demonstrating using context and/or picture clues”, with 25% using them “occasionally” and 24% “emerging” in this skill. Fifty-seven percent of the students were “consistently demonstrating self-correcting,” with 40% doing this “occasionally” and 3% “emerging” in this skill. Eighty-two percent of the students were “consistently demonstrating” being able to keep their place”, with 15% doing this “occasionally” and 3% “emerging” in this skill. Eighteen percent were “consistently demonstrating observing punctuation”, with 15% doing this “occasionally” and 67% “emerging” in this skill. Seventy-eight percent were “consistently demonstrating using phonetic clues”, with 12% doing this “occasionally” and 10% “emerging” in this skill. Twenty-five percent were “consistently demonstrating reading with enthusiasm, using inflection”, with 37% doing this “occasionally” and 38% “emerging” in this skill. Fifty-two percent of the students were “consistently demonstrating showing interest and enthusiasm for reading", with 40% doing this "occasionally" and 8% "emerging" in this skill.

Figure 50 shows the teacher's observations at Site B in January. Fifty-eight percent of the students at Site B were "consistently demonstrating using context and/or picture clues", with 42% using them "occasionally". Sixty-three percent were "consistently demonstrating self-correcting", with 32% doing this "occasionally" and 5% "emerging" in this skill. Forty-two percent of the students were "consistently demonstrating being able to keep their place", with 58% doing this "occasionally". Thirty-seven percent were "consistently demonstrating observing punctuation", with 58% doing this "occasionally" and 5% "emerging" in this skill. Fifty-three percent were "consistently demonstrating using phonetic clues", with 42% doing this "occasionally" and 5% "emerging" in this skill. Eleven percent were "consistently demonstrating reading with enthusiasm-using inflection", with 68% doing this "occasionally" and 21% "emerging" in this skill. Twenty -one percent were "consistently demonstrating showing interest and enthusiasm for reading", with 63% doing this "occasionally" and 16% "emerging" in this skill.

Figure 51 shows the teacher's observations at Site C in January. Seventy percent of the students at Site C were "consistently demonstrating using context and/or picture clues", with 30% using them "occasionally". Fifty percent of the students were "consistently demonstrating self-correcting", with 50% doing this "occasionally". Seventy-five percent of the students were "consistently demonstrating being able to keep their place", with 25% doing this "occasionally". Thirty-five percent of the students were "consistently demonstrating observing punctuation", with 65% doing this "occasionally". Seventy-five percent were "consistently demonstrating using phonetic clues", with 25% doing this "occasionally". Thirty-five percent of the students were "consistently demonstrating reading with enthusiasm-using inflection", with 65% doing this "occasionally". Eighty percent were "consistently demonstrating showing interest and enthusiasm for reading", with 20% doing this "occasionally".

The final averages were computed in January from all three sites. An average of 51% of the students "consistently demonstrated" the use of these skills. An average of 39% of the students "occasionally demonstrated" the use of these skills. An average of only 10% of the students were "emerging" in the use of these skills. During this time, Site C again recorded the highest number of students making use of these skills followed by Site A and then Site B. Site C showed that all students either "occasionally" or "consistently demonstrated" the use of these skills, with none "emerging". Significant growth was shown at all three sites in the usage of the following skills: using phonetic clues, self-correcting and showing interest and enthusiasm for reading .

Conclusions and Recommendations

Overall, researchers were very impressed with these results. Based on the information presented and analysis of the obtained data, the targeted students at all sites exhibited increased reading fluency. The Oral Reading Observations and Miscue Analysis showed the evidence of a successful intervention. Overall, there had been a significant increase throughout all sites in reading fluency of both first and second grade students. The Oral Reading Observations showed consistent progress at each stage of the intervention: September, November, and January. Targeted skills from the Oral Reading Observation were taught through the reading framework that was established at each site. The emphasis at each site were repeated reading. Students learned through teacher modeling and application of the appropriate skills needed to be a fluent reader and were given the time and experience necessary to master them.

Through the Student and Parent Reading Attitude Inventories, progress included insight into the current reading practices in students' homes. Due to this intervention, student and parent involvement increased at home. Students began to read on a more regular basis. Instead of students wanting to be read to, they were more involved in independent reading. They were reading to or with someone and at some sites, increased numbers were reading silently.

The researchers highly recommend this intervention due to its success. They recommend a highly structured reading framework which includes self-selected reading time, guided reading, writing activities, and time for working with words. Within this framework, there were frequent meaningful opportunities for repeated readings and a balance of phonics instruction and immersion in literature.

In order to accurately measure the success of this intervention, the researchers recommend a longer duration of time. It is difficult to determine what portion of the success of this intervention was due to developmental growth, and what portion was due to the intervention itself. The only way to determine the validity of these results would be to repeat this intervention with subsequent classes and compare the results each succeeding year.

The most difficult part of this intervention was finding the time to include the necessary components in daily classroom routines. Interactions and disruptions, which were a normal part of the school environment, absorbed time and interrupted the intervention process. Since applying this entire framework was so time-consuming, it was difficult to find time to appropriately address other subjects, such as science and social studies. Researchers highly recommend integrating these subjects into the grade level reading curriculum.

This has significantly impacted all three researchers' methods of teaching reading. All researchers plan to continue using the intervention strategies and the established reading framework. The overall design provided an effective, organized way to approach reading instruction in a thorough, strategic manner.

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APPENDICIES

Appendix A
Permission Letter

Dear Parent/Guardian:

I am currently a part of a Field-Based Masters Program through St. Xavier University. As a part of our program, I am doing some research on ways to improve reading fluency. I will be using several tools to assess student's progress. First, both students and parents will be asked to fill out the same survey twice; once in the Fall and then again in the Winter. Another tool used will be an oral reading observation form that I will complete each time after listening to your child read on three different occasions. The final tool I'll be using is formally called a reading miscue assessment. This is a word by word analysis of your child's oral reading of a short, grade-level, 100 word passage.

The name of each child will remain confidential. The results will be used to help me in my research to find effective methods for improving each child's reading fluency. Fluent readers enjoy reading and learn more in the process!

Please complete the bottom portion of this letter and turn it in with your first completed survey. As always, feel free to contact me if you have any questions. THANK YOU!

Sincerely,

……

The parent/guardian of _________________________________ acknowledges that the teacher has explained the need for this research, explained my child's involvement, and offered to answer my questions. I freely and voluntarily consent to my child's participation in this study of reading fluency. I understand all information gathered during the study will be completely confidential.

Signature _________________________________ Date _________________

Appendix B

Reading Attitude Inventory for Parents

Name of Student____________________ Grade Level__________

Parent's Name____________________

1. How does your child like going to school? (circle one)

   loves it   is okay with it   doesn't like it   don't know

2. How does your child feel about being read to by the teacher (read-aloud time)?

   loves it   is okay with it   doesn't like it   don't know

3. How does your child feel about reading aloud in front of the class?

   comfortable   somewhat comfortable   uncomfortable   don't know

4. How does your child feel about reading to the teacher?

   comfortable   somewhat comfortable   uncomfortable   don't know

5. How does your child feel about his/her ability to read orally?

   comfortable   somewhat comfortable   uncomfortable   don't know

6. Does your child apply different strategies to figure out words they don't know?

   frequently   sometimes   seldom   never

7. How does your child feel about reading books at home?

   loves it   is okay with it   doesn't like it   don't know

8. Which type of reading does your child prefer? (circle one)

reading to someone

reading together with someone (taking turns)

being read to

reading silently

9. Rank in order, the ways in which your child reads at home (#1 being the most often, #4 being the least):

___reading to someone

___reading together with someone (taking turns)

___being read to

___reading silently

10. How often does your child read at home, only counting reading periods that are at least 15 min. long? (circle one)

every day   every other day   twice a week

once a week   less than once a week

Appendix C

Student Reading Attitude Inventory

Name____________________ Grade Level________

1. How do you like going to school ?

   ☺ 😐 ☹

2. How do you feel when your teacher reads a story aloud?

   ☺ 😐 ☹

3. How do you feel when your teacher asks you to read aloud in front of the class?

   ☺ 😐 ☹

4. How do you feel when you are asked to read to your teacher?

   ☺ 😐 ☹

5. How do you feel about how you read?

   ☺ 😐 ☹

6. How do you think your friends feel about how you read?

   ☺ 😐 ☹

7. How do you feel when you come to a word you don't know?

   ☺ 😐 ☹

8. How do you feel about reading books at home?

☺ 😐 ☹

9. Which type of reading do you prefer? (circle one)

reading to someone

reading together with someone (taking turns)

being read to

reading silently

10. Rank in order, the ways you read at home (#1 being the most often, #4 being the least):

___reading to someone

___reading together with someone (taking turns)

___being read to

___reading silently

11. How often do you read at home? (circle one)

every day every other day twice a week

once a week less than once a week

Appendix D

ORAL READING OBSERVATION FORM

Name ____________________ Date ____________________

Item read by student (book, poem, textbook,
Reader's Theatre, etc.) ______________________________

As child reads, use the rating scale below to indicate the childs' strengths and/or weaknesses:

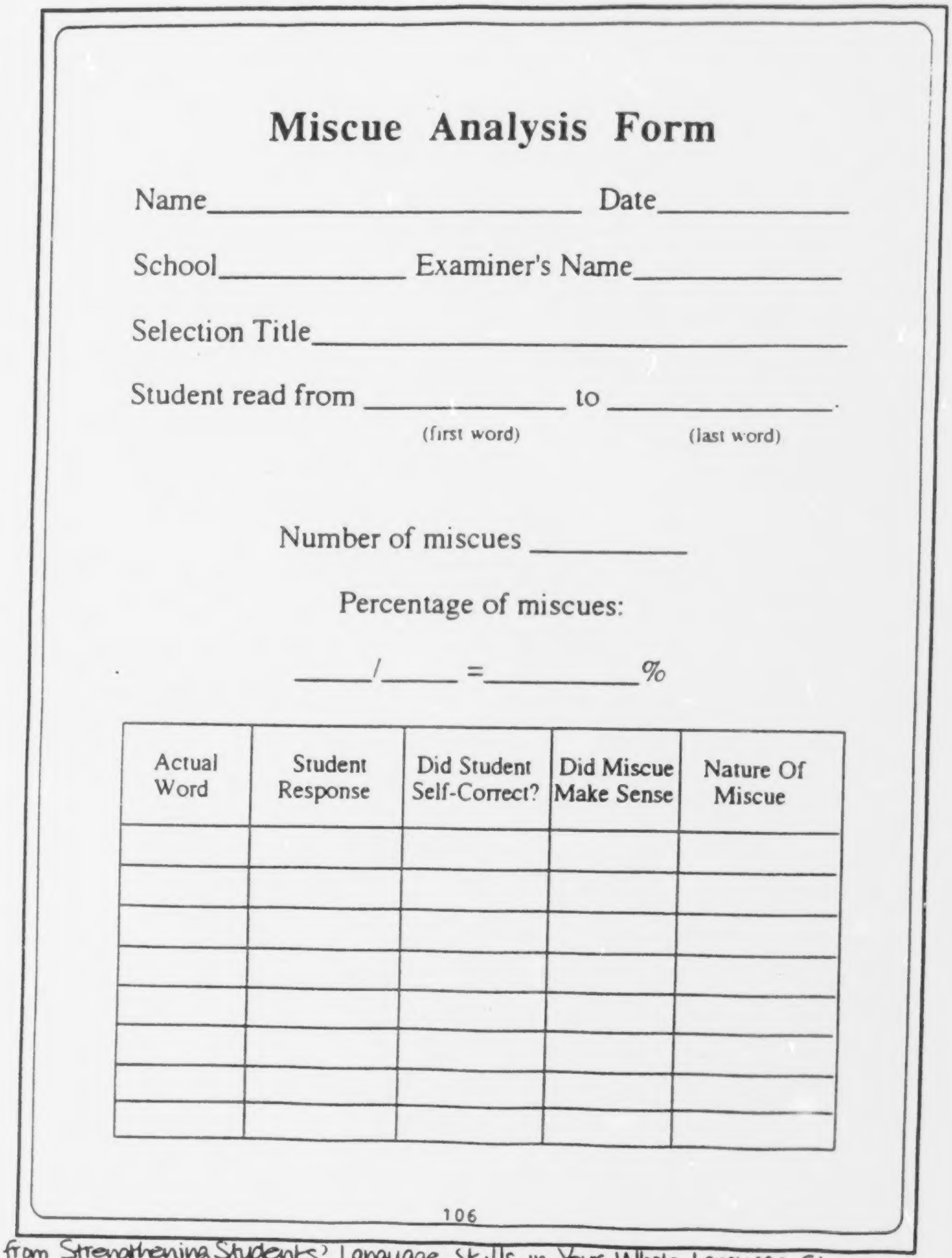
1 = consistently demonstrated 2 = occasionally 3 = emerging

				Comments
reads fluently	1	2	3	
reads for meaning	1	2	3	
uses context and/or picture clues	1	2	3	
self-corrects	1	2	3	
keeps his/her place	1	2	3	
observes punctuation	1	2	3	
uses phonetic clues	1	2	3	
reads with enthusiasm-uses inflection	1	2	3	
shows interest-enthusiasm for reading	1	2	3	

ADDITIONAL INFORMATION / OBSERVATIONS

from Building an Outstanding Second Grade Program, by Lisa Blau
Bureau of Education & Research. Bellevue, WA.

Appendix E



Miscue Analysis Form

Name________________________ Date____________

School____________ Examiner's Name______________

Selection Title__________________________________

Student read from ____________ to ______________.
(first word) (last word)

Number of miscues __________

Percentage of miscues:

_____/_____ =__________%

Actual Word	Student Response	Did Student Self-Correct?	Did Miscue Make Sense	Nature Of Miscue

from Strengthening Students' Language Skills in Your Whole Language Classroom, by Cindy Merrilees. Bureau of Education & Research Bellevue, WA.

Appendix F

TALLY SHEETS

Student Reading Attitude Inventory

Name Site A Grade Level Sept.

1. How do you like going to school ?

☺ 😐 ☹

2. How do you feel when your teacher reads a story aloud?

☺ 😐 ☹

3. How do you feel when your teacher asks you to read aloud in front of the class?

60% ☺ 24% 😐 16% ☹

4. How do you feel when you are asked to read to your teacher?

48% ☺ 44% 😐 8% ☹

5. How do you feel about how you read?

56% ☺ 28% 😐 16% ☹

6. How do you think your friends feel about how you read?

☺ 😐 ☹

7. How do you feel when you come to a word you don't know?

☺ 😐 ☹

8. How do you feel about reading books at home?

☺ 😐 ☹

9. Which type of reading do you prefer? (circle one)

24% reading to someone

16% reading together with someone (taking turns)

28% being read to

32% reading silently

10. Rank in order, the ways you read at home (#1 being the most often, #4 being the least):

8% reading to someone

28% reading together with someone (taking turns)

36% being read to

28% reading silently

11. How often do you read at home? (circle one)

84% every day 12% every other day 4% twice a week

0% once a week 0% less than once a week

Student Reading Attitude Inventory

Sept.

Name Site B Grade Level 2nd

1. How do you like going to school ?

   ☺ 😐 ☹

2. How do you feel when your teacher reads a story aloud?

   ☺ 😐 ☹

3. How do you feel when your teacher asks you to read aloud in front of the class?

   [✓ 53% ☺] 16% 😐 31% ☹

4. How do you feel when you are asked to read to your teacher?

   [✓ 79% ☺] 10½% 😐 10½% ☹

5. How do you feel about how you read?

   [✓ 58% ☺] 26% 😐 16% ☹

6. How do you think your friends feel about how you read?

   ☺ 😐 ☹

7. How do you feel when you come to a word you don't know?

   ☺ 😐 ☹

8. How do you feel about reading books at home?

☺ 😐 ☹

9. Which type of reading do you prefer? (circle one)

16% reading to someone

11% reading together with someone (taking turns)

26% being read to

47% reading silently

10. Rank in order, the ways you read at home (#1 being the most often, #4 being the least):

#1 First Choice

16% reading to someone

10% reading together with someone (taking turns)

16% being read to

58% reading silently

11. How often do you read at home? (circle one)

74% every day   5% every other day   5% twice a week

~ once a week   16% less than once a week

#2 Second Choice	#3 Third Choice	#4 Fourth Choice
53%	21%	11%
26%	37%	26%
21%	16%	47%
0	26%	16%

Site C **Student Reading Attitude Inventory**

Name Totals Grade Level Sept.

1. How do you like going to school ?

   ☺ 𝍸 𝍸 |||| 70%   😐 ||| 15%   ☹ ||| 15%

2. How do you feel when your teacher reads a story aloud?

   ☺ 𝍸 𝍸 𝍸 || 85%   😐   ☹ ||| 15%

3. How do you feel when your teacher asks you to read aloud in front of the class?

   ☺ 𝍸 || 35%   😐 𝍸 |||| 45%   ☹ |||| 20%

4. How do you feel when you are asked to read to your teacher?

   ☺ 𝍸 𝍸 ||| 65%   😐 |||| 20%   ☹ ||| 15%

5. How do you feel about how you read?

   ☺ 𝍸 𝍸 50%   😐 𝍸 25%   ☹ 𝍸 25%

6. How do you think your friends feel about how you read?

   ☺ 𝍸 𝍸 || 60%   😐 𝍸 | 30%   ☹ || 10%

7. How do you feel when you come to a word you don't know?

   ☺ ||| 15%   😐 𝍸 |||| 45%   ☹ 𝍸 ||| 40%

8. How do you feel about reading books at home?

☺ 𝍸 𝍸 𝍸 || 85% 😐 || 10% ☹ | 5%

9. Which type of reading do you prefer? (circle one)

reading to someone 𝍸 ||| 40%

reading together with someone (taking turns) ~~|~~

being read to 𝍸 25%

reading silently 𝍸 || 35%

10. Rank in order, the ways you read at home (#1 being the most often, #4 being the least):

____reading to someone 𝍸 25%

____reading together with someone (taking turns) || 10%

____being read to 𝍸 | 30%

____reading silently 𝍸 || 35%

11. How often do you read at home? (circle one)

every day 𝍸 25% every other day |||| 20% twice a week | 5%

once a week ||| 15% less than once a week 𝍸 || 35%

Reading Attitude Inventory for Parents

Name of Student Site A Grade Level Sept.
Parent's Name____________________

1. How does your child like going to school? (circle one)

loves it   is okay with it   doesn't like it   don't know

2. How does your child feel about being read to by the teacher (read-aloud time)?

loves it   is okay with it   doesn't like it   don't know

3. How does your child feel about reading aloud in front of the class?

comfortable	somewhat comfortable	uncomfortable	don't know
20%	16%	36%	28%

4. How does your child feel about reading to the teacher?

comfortable	somewhat comfortable	uncomfortable	don't know
16%	32%	24%	28%

5. How does your child feel about his/her ability to read orally?

comfortable	somewhat comfortable	uncomfortable	don't know
36%	28%	28%	8%

6. Does your child apply different strategies to figure out words they don't know?

frequently   sometimes   seldom   never

7. How does your child feel about reading books at home?

loves it   is okay with it   doesn't like it   don't know

8. Which type of reading does your child prefer? (circle one)

20% reading to someone

24% reading together with someone (taking turns)

56% being read to

0% reading silently

9. Rank in order, the ways in which your child reads at home (#1 being the most often, #4 being the least):

12% reading to someone

20% reading together with someone (taking turns)

64% being read to

4% reading silently

10. How often does your child read at home, only counting reading periods that are at least 15 min. long? (circle one)

44% every day 28% every other day 16% twice a week

once a week 8% less than once a week 4%

Sept.

Reading Attitude Inventory for Parents

Name of Student Site B Grade Level 2nd
Parent's Name

1. How does your child like going to school? (circle one)

loves it is okay with it doesn't like it don't know

2. How does your child feel about being read to by the teacher (read-aloud time)?

loves it is okay with it doesn't like it don't know

3. How does your child feel about reading aloud in front of the class?

comfortable	somewhat comfortable	uncomfortable	don't know
24%	35%	12%	24%

4. How does your child feel about reading to the teacher?

comfortable	somewhat comfortable	uncomfortable	don't know
35%	35%	6%	24%

5. How does your child feel about his/her ability to read orally?

comfortable	somewhat comfortable	uncomfortable	don't know
41%	47%	6%	6%

6. Does your child apply different strategies to figure out words they don't know?

frequently sometimes seldom never

7. How does your child feel about reading books at home?

loves it is okay with it doesn't like it don't know

(8.) Which type of reading does your child prefer? (circle one)

24% reading to someone

29% reading together with someone (taking turns)

35% being read to

12% reading silently

(9.) Rank in order, the ways in which your child reads at home (#1 being the most often, #4 being the least):

#1 First Choice

17% reading to someone

24% reading together with someone (taking turns)

35% being read to

24% reading silently

(10) How often does your child read at home, only counting reading periods that are at least 15 min. long? (circle one)

29% every day

53% every other day

18% twice a week

once a week

less than once a week

#2 Second Choice	#3 Third Choice	#4 Fourth Choice
47%	18%	18%
29%	29%	23%
18%	29%	18%
6%	25%	41%

Site C **Reading Attitude Inventory for Parents** Sept.

Name of Student TOTALS Grade Level__________

Parent's Name______________________

1. How does your child like going to school? (circle one)

loves it | is okay with it   doesn't like it   don't know

65% ||| 卌 卌 | 卌 || 35%

2. How does your child feel about being read to by the teacher (read-aloud time)?

loves it   is okay with it   doesn't like it   don't know

85% 卌 || 卌 卌 || 10% | 5%

3. How does your child feel about reading aloud in front of the class?

comfortable   somewhat comfortable   uncomfortable   don't know

40% 卌 ||| ||| 15%   卌 25% |||| 20%

4. How does your child feel about reading to the teacher?

comfortable   somewhat comfortable   uncomfortable   don't know

45% 卌 |||| 卌 25% ||| 15% ||| 15%

5. How does your child feel about his/her ability to read orally?

comfortable   somewhat comfortable   uncomfortable   don't know

45% 卌 |||| |||| 20% || 10%   卌 25%

6. Does your child apply different strategies to figure out words they don't know?

frequently   sometimes   seldom   never

40% 卌 ||| 45% 卌 |||| ||| 15%

7. How does your child feel about reading books at home?

loves it   is okay with it   doesn't like it   don't know

卌 卌 卌 |||

|| 85%   15%

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8. Which type of reading does your child prefer? (circle one)

student preference

reading to someone | 5%

reading together with someone (taking turns) 𝍸 25%

being read to 𝍸 |||| 45%

reading silently 𝍸 25%

9. Rank in order, the ways in which your child reads at home (#1 being the most often, #4 being the least):

parents read most often

___reading to someone | 5%

___reading together with someone (taking turns) || 10%

___being read to 𝍸 𝍸 𝍸 75%

___reading silently || 10%

10. How often does your child read at home, only counting reading periods that are at least 15 min. long? (circle one)

60% || 𝍸 𝍸 every day ||| 15% every other day |||| 20% twice a week

once a week | less than once a week 5%

parents how often

Student Reading Attitude Inventory

Site A

Name [redacted] Grade Level January

1. How do you like going to school?

☺ 70% 😐 22% ☹ 8%

2. How do you feel when your teacher reads a story aloud?

☺ 70% 😐 29% ☹ 1%

3. How do you feel when your teacher asks you to read aloud in front of the class?

☺ 38% 😐 38% ☹ 24%

4. How do you feel when you are asked to read to your teacher?

☺ 60% 😐 30% ☹ 10%

5. How do you feel about how you read?

☺ 63% 😐 37% ☹ 0%

6. How do you think your friends feel about how you read?

☺ 67% 😐 22% ☹ 11%

7. How do you feel when you come to a word you don't know?

☺ 35% 😐 43% ☹ 22%

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8. How do you feel about reading books at home?

☺ 75% 😐 12% ☹ 13%

9. Which type of reading do you prefer? (circle one)

reading to someone 30%

reading together with someone (taking turns) 17%

being read to 34%

reading silently 19%

10. Rank in order, the ways you read at home (#1 being the most often, #4 being the least):

___reading to someone 29%

___reading together with someone (taking turns) 1%

___being read to 29%

___reading silently 41%

11. How often do you read at home? (circle one)

63% every day 2% every other day 21% twice a week

1% once a week 13% less than once a week

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Student Reading Attitude Inventory

Name Site B Grade Level January

1. How do you like going to school ?

☺ 😐 ☹

2. How do you feel when your teacher reads a story aloud?

☺ 😐 ☹

③ How do you feel when your teacher asks you to read aloud in front of the class?

☺ ⑧ 42% 😐 ⑤ 26% ☹ ⑥ 32%

④ How do you feel when you are asked to read to your teacher?

☺ ⑫ 63% 😐 7 37% ☹ — —

⑤ How do you feel about how you read?

☺ ⑬ 69% 😐 ⑤ 26% ☹ ① 5%

6. How do you think your friends feel about how you read?

☺ 😐 ☹

7. How do you feel when you come to a word you don't know?

☺ 😐 ☹

8. How do you feel about reading books at home?

☺ 😐 ☹

9. Which type of reading do you prefer? (circle one)

16% reading to someone ③

5% reading together with someone (taking turns) ①

32% being read to ⑥

47% reading silently ⑨

10. Rank in order, the ways you read at home (#1 being the most often, #4 being the least):

21% reading to someone ④

11% reading together with someone (taking turns) ②

5% being read to ①

63% reading silently ⑫

11. How often do you read at home? (circle one)

every day ⑪ 58% every other day ① 5% twice a week

once a week ⑤ 26% less than once a week ② 11%

Student Reading Attitude Inventory

Name Jan.-2001 Site C Grade Level ______

1. How do you like going to school ?

80% ☺ 卌 卌 卌 | 20% 😐 |||| ☹

2. How do you feel when your teacher reads a story aloud?

90% ☺ 卌 卌 卌 ||| 10% 😐 || ☹

3. How do you feel when your teacher asks you to read aloud in front of the class?

80% ☺ 卌 卌 卌 | 10% 😐 || 10% ☹ ||

4. How do you feel when you are asked to read to your teacher?

80% ☺ 卌 卌 卌 | 10% 😐 || 10% ☹ ||

5. How do you feel about how you read?

95% ☺ 卌 卌 卌 |||| 😐 5% ☹ |

6. How do you think your friends feel about how you read?

85% ☺ 卌 卌 卌 || 😐 15% ☹ |||

7. How do you feel when you come to a word you don't know?

50% ☺ 卌 卌 35% 😐 卌 || 15% ☹ |||

8. How do you feel about reading books at home?

☺ 𝍸 𝍸 𝍸 ||| 90% 😐 || 10% ☹

9. Which type of reading do you prefer? (circle one)

reading to someone 𝍸 𝍸 || 60%

reading together with someone (taking turns) || 10%

being read to ||| 15%

reading silently ||| 15%

10. Rank in order, the ways you read at home (#1 being the most often, #4 being the least):

___reading to someone 𝍸 𝍸 | 55%

___reading together with someone (taking turns) || 10%

___being read to |||| 20%

___reading silently ||| 15%

11. How often do you read at home? (circle one)

𝍸 𝍸 50% every day 𝍸 25% every other day || 10% twice a week

|| 10% once a week | 5% less than once a week

PLEASE RETURN BY WEDNESDAY, JANUARY 31, 2001

SiTe A

[redacted]

Reading Attitude Inventory for Parents

Name of Student____________________ Grade Level January

Parent's Name____________________

1. How does your child like going to school? (circle one)

loves it	is okay with it	doesn't like it	don't know
75%	25%	0%	0%

2. How does your child feel about being read to by the teacher (read-aloud time)?

loves it	is okay with it	doesn't like it	don't know
60%	40%		

3. How does your child feel about reading aloud in front of the class?

comfortable	somewhat comfortable	uncomfortable	don't know
40%	30%	28%	2%

4. How does your child feel about reading to the teacher?

comfortable	somewhat comfortable	uncomfortable	don't know
48%	42%	5%	5%

5. How does your child feel about his/her ability to read orally?

comfortable	somewhat comfortable	uncomfortable	don't know
55%	35%	10%	

6. Does your child apply different strategies to figure out words they don't know?

frequently	sometimes	seldom	never
30%	63%	7%	

7. How does your child feel about reading books at home?

loves it	is okay with it	doesn't like it	don't know
65%	35%		

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8. Which type of reading does your child prefer? (circle one)

reading to someone 20%

reading together with someone (taking turns) 52%

being read to 25%

reading silently 3%

9. Rank in order, the ways in which your child reads at home (#1 being the most often, #4 being the least):

___reading to someone 30%

___reading together with someone (taking turns) 28%

___being read to 38%

___reading silently 4%

10. How often does your child read at home, only counting reading periods that are at least 15 min. long? (circle one)

78% every day

12% every other day

10% twice a week

once a week

less than once a week

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Reading Attitude Inventory for Parents

Name of Student Site B Grade Level January
Parent's Name

1. How does your child like going to school? (circle one)

   loves it   is okay with it   doesn't like it   don't know

2. How does your child feel about being read to by the teacher (read-aloud time)?

   loves it   is okay with it   doesn't like it   don't know

③ How does your child feel about reading aloud in front of the class?

   comfortable ⑤ 28%   somewhat comfortable ⑦ 39%   uncomfortable ⑥ 33%   don't know

④ How does your child feel about reading to the teacher?

   comfortable [illegible] 61%   somewhat comfortable 5 28%   uncomfortable ② 11%   don't know

⑤ How does your child feel about his/her ability to read orally?

   comfortable 10 55%   somewhat comfortable 5 28%   uncomfortable 2 11%   don't know ① 6%

6. Does your child apply different strategies to figure out words they don't know?

   frequently   sometimes   seldom   never

7. How does your child feel about reading books at home?

   loves it   is okay with it   doesn't like it   don't know

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⑧ Which type of reading does your child prefer? (circle one)

6% reading to someone ①
22% reading together with someone (taking turns) ④
39% being read to 7)
33% reading silently 6)

⑨ Rank in order, the ways in which your child reads at home (#1 being the most often, #4 being the least):

22% reading to someone 4)
6% reading together with someone (taking turns) 1
22% being read to 4
50% reading silently 9)

⑩ How often does your child read at home, only counting reading periods that are at least 15 min. long? (circle one)

[illegible] 44% every day
5) 28% every other day
5) 28% twice a week
once a week
less than once a week

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Site C

Reading Attitude Inventory for Parents

Name of Student________________________ Grade Level January

Parent's Name________________________

1. How does your child like going to school? (circle one)

loves it	is okay with it	doesn't like it	don't know
70%	30%		

2. How does your child feel about being read to by the teacher (read-aloud time)?

loves it	is okay with it	doesn't like it	don't know
80%	15%		5%

3. How does your child feel about reading aloud in front of the class?

comfortable	somewhat comfortable	uncomfortable	don't know
60%	35%	5%	

4. How does your child feel about reading to the teacher?

comfortable	somewhat comfortable	uncomfortable	don't know
60%	30%	5%	5%

5. How does your child feel about his/her ability to read orally?

comfortable	somewhat comfortable	uncomfortable	don't know
65%	30%	5%	

6. Does your child apply different strategies to figure out words they don't know?

frequently	sometimes	seldom	never
40%	55%	5%	

7. How does your child feel about reading books at home?

loves it	is okay with it	doesn't like it	don't know
65%	35%		

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8. Which type of reading does your child prefer? (circle one)

reading to someone 卌 || 35%

reading together with someone (taking turns) 卌 25%

being read to 卌 | 30%

reading silently || 10%

9. Rank in order, the ways in which your child reads at home (#1 being the most often, #4 being the least):

___reading to someone 卌 || 35%

___reading together with someone (taking turns) || 10%

___being read to 卌 ||| 40%

___reading silently ||| 15%

10. How often does your child read at home, only counting reading periods that are at least 15 min. long? (circle one)

70% 卌 卌 |||| every day   卌 25% every other day | 5% twice a week

once a week   less than once a week

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Sept.

ORAL READING OBSERVATION FORM

Name Site A Date 10-2-00

Item read by student (book, poem, textbook, Reader's Theatre, etc.) Rain

As child reads, use the rating scale below to indicate the childs' strengths and/or weaknesses:

1 = consistently demonstrated 2 = occasionally 3 = emerging

				Comments		
reads fluently	1	2	3			
reads for meaning	1	2	3			
uses context and/or picture clues	1	2	3	12%	40%	48%
self-corrects	1	2	3	16%	28%	56%
keeps his/her place	1	2	3	16%	40%	44%
observes punctuation	1	2	3	0%	48%	52%
uses phonetic clues	1	2	3	20%	40%	40%
reads with enthusiasm-uses inflection	1	2	3	4%	52%	44%
shows interest-enthusiasm for reading	1	2	3	0%	52%	48%

ADDITIONAL INFORMATION / OBSERVATIONS -

from Building an Outstanding Second Grade Program, by Lisa Blau
Bureau of Education & Research. Bellevue, WA.

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Sept.

ORAL READING OBSERVATION FORM

Name ___ Site B ___ Date October, 2000

Item read by student (book, poem, textbook, Reader's Theatre, etc.) Tally Marks

As child reads, use the rating scale below to indicate the childs' strengths and/or weaknesses:

1 = consistently demonstrated   2 = occasionally   3 = emerging

		1	2	3
reads fluently	1 2 3	|||||	|||||||	|||||||
reads for meaning	1 2 3	|||	||	||||||||| ||||||
uses context and/or picture clues	1 2 3	||	|||||||||||	|||||||
self-corrects	1 2 3	||	|||||||||||	|||||||
keeps his/her place	1 2 3	||||	||||||||||||	||
observes punctuation	1 2 3	||||	|||||||||||	|||||
uses phonetic clues	1 2 3	|||	|||||||||	||||||||
reads with enthusiasm-uses inflection	1 2 3	|||||	||	|||||||| |||||
shows interest-enthusiasm for reading	1 2 3	||	||||||||	|||||| ||||

ADDITIONAL INFORMATION / OBSERVATIONS

from Building an Outstanding Second Grade Program, by Lisa Blau
Bureau of Education & Research. Bellevue, WA.

ORAL READING OBSERVATION FORM Sept.

Name Site B ______ Date October, 2000

Item read by student (book, poem, textbook, Reader's Theatre, etc.) Percents ~ %

As child reads, use the rating scale below to indicate the childs' strengths and/or weaknesses:

1 = consistently demonstrated 2 = occasionally 3 = emerging

				1	2	3
reads fluently	1	2	3			
reads for meaning	1	2	3			
uses context and/or picture clues	1	2	3	10	55	35
self-corrects	1	2	3	10	55	35
keeps his/her place	1	2	3	20	70	10
observes punctuation	1	2	3	20	55	25
uses phonetic clues	1	2	3	15	45	40
reads with enthusiasm-uses inflection	1	2	3	25	10	65
shows interest-enthusiasm for reading	1	2	3	10	40	50

ADDITIONAL INFORMATION / OBSERVATIONS

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ORAL READING OBSERVATION FORM

Sept/Oct.

Name TOTALS Site C Date ____________

Item read by student (book, poem, textbook, Reader's Theatre, etc.) ____________

As child reads, use the rating scale below to indicate the childs' strengths and/or weaknesses:

1 = consistently demonstrated 2 = occasionally 3 = emerging

				1	2 Comments	3
reads fluently	1	2	3		卌	卌 卌 卌
reads for meaning	1	2	3		卌 |||	卌 卌 ||
uses context and/or picture clues	1	2	3			卌 卌 |	卌 |||
self-corrects	1	2	3		卌 |||	卌 卌 ||
keeps his/her place	1	2	3	|||	卌 ||	卌 卌
observes punctuation	1	2	3		卌		卌 卌 ||||
uses phonetic clues	1	2	3	|||	卌 |||	卌 ||||
reads with enthusiasm-uses inflection	1	2	3		卌		卌 卌 ||||
shows interest-enthusiasm for reading	1	2	3			卌 ||||	卌 卌

ADDITIONAL INFORMATION / OBSERVATIONS

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ORAL READING OBSERVATION FORM

Sept.

Name 5th C TOTALS % Date

Item read by student (book, poem, textbook, Reader's Theatre, etc.)

As child reads, use the rating scale below to indicate the childs' strengths and/or weaknesses:

1 = consistently demonstrated
2 = occasionally
3 = emerging

				1	2 Comments	3
reads fluently	1	2	3		25%	75%
reads for meaning	1	2	3		40%	60%
uses context and/or picture clues	1	2	3	5%	55%	40%
self-corrects	1	2	3		40%	60%
keeps his/her place	1	2	3	15%	35%	50%
observes punctuation	1	2	3		30%	70%
uses phonetic clues	1	2	3	15%	40%	45%
reads with enthusiasm-uses inflection	1	2	3		30%	70%
shows interest-enthusiasm for reading	1	2	3	5%	45%	50%

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ORAL READING OBSERVATION FORM

Name Site A Date November

Item read by student (book, poem, textbook, Reader's Theatre, etc.)

As child reads, use the rating scale below to indicate the childs' strengths and/or weaknesses:

1 = consistently demonstrated 2 = occasionally 3 = emerging

				Comments		
reads fluently	1	2	3	① 11%	② 21%	③ 68%
reads for meaning	1	2	3	① 1%	② 21%	③ 78%
uses context and/or [illegible]	1	2	3	① 29%	② 35%	③ 36%
[illegible]	1	2	3	① 1%	② 59%	③ 40%
[illegible] her place	1	2	3	① 7%	② 62%	③ 31%
[illegible] punctuation	1	2	3	① 9%	② 32%	③ 59%
[illegible]	1	2	3	① 32%	② 68%	② 0%
[illegible] with enthusiasm [illegible] inflection	1	2	3	① 21%	② 64%	③ 15%
[illegible]	1	2	3	① 5%	② 49%	③ 46%

ADDITIONAL INFORMATION / OBSERVATIONS

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ORAL READING OBSERVATION FORM

Name Site B. Date November, 2000

Item read by student (book, poem, textbook, Reader's Theatre, etc.) __________

As child reads, use the rating scale below to indicate the childs' strengths and/or weaknesses:

1 = consistently demonstrated	2 = occasionally		3 = emerging			
				1	2 Comments	3
reads fluently	1	2	3	④ 21%	⑩ 53%	⑤ 26%
reads for meaning	1	2	3	⑥ 32%	⑧ 42%	⑤ 26%
uses context and/or picture clues	1	2	3	⑧ 42%	⑨ 47%	② 11%
self-corrects	1	2	3	⑩ 53%	④ 21%	⑤ 26%
keeps his/her place	1	2	3	⑥ 32%	⑨ 47%	④ 21%
observes punctuation	1	2	3	⑤ 26%	⑪ 58%	③ 16%
uses phonetic clues	1	2	3	③ 16%	⑫ 63%	④ 21%
reads with enthusiasm-uses inflection	1	2	3	① 6%	⑨ 47%	⑨ 47%
shows interest-enthusiasm for reading	1	2	3	② 11%	⑩ 53%	⑦ 36%

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ORAL READING OBSERVATION FORM

Name ____________ Site C Date November

Item read by student (book, poem, textbook, Reader's Theatre, etc.) ____________

As child reads, use the rating scale below to indicate the childs' strengths and/or weaknesses:

1 = consistently demonstrated 2 = occasionally 3 = emerging

				1	2 Comments	3
reads fluently	1	2	3	15%	65%	20%
reads for meaning	1	2	3	25%	60%	15%
uses context and/or picture clues	1	2	3	50%	50%	0%
self-corrects	1	2	3	40%	55%	10%
keeps his/her place	1	2	3	65%	30%	6%
observes punctuation	1	2	3	30%	55%	15%
uses phonetic clues	1	2	3	50%	45%	5%
reads with enthusiasm-uses inflection	1	2	3	35%	50%	15%
shows interest-enthusiasm for reading	1	2	3	[illegible]	35%	0%

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ORAL READING OBSERVATION FORM

Name Site A Date January

Item read by student (book, poem, textbook, Reader's Theatre, etc.) ____________

As child reads, use the rating scale below to indicate the childs' strengths and/or weaknesses:

1 = consistently demonstrated 2 = occasionally 3 = emerging

* Totals *

				Comments		
reads fluently	1	2	3	① 67%	② 18%	③ 15%
reads for meaning	1	2	3	① 25%	② 15%	③ 60%
uses context and/or picture clues	1	2	3	① 51%	② 25%	③ 24%
self-corrects	1	2	3	① 57%	② 40%	③ 3%
keeps his/her place	1	2	3	① 82%	② 15%	③ 3%
observes punctuation	1	2	3	① 18%	② 15%	③ 67%
uses phonetic clues	1	2	3	① 78%	② 12%	③ 10%
reads with enthusiasm-uses inflection	1	2	3	① 25%	② 37%	③ 38%
shows interest-enthusiasm for reading	1	2	3	① 52%	② 40%	③ 8%

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ORAL READING OBSERVATION FORM

Name *Site B* Date *January*

Item read by student (book, poem, textbook, Reader's Theatre, etc.) ______

As child reads, use the rating scale below to indicate the childs' strengths and/or weaknesses:

1 = consistently demonstrated 2 = occasionally 3 = emerging

				1	2 Comments	3
reads fluently	1	2	3	⑤ 26%	⑩ 53%	④ 21%
reads for meaning	1	2	3	⑥ 31%	⑩ 53%	③ 16%
uses context and/or picture clues	1	2	3	⑪ 58%	⑧ 42%	⓪ —
self-corrects	1	2	3	⑫ 63%	⑥ 32%	① 5%
keeps his/her place	1	2	3	⑧ 42%	⑪ 58%	⓪ —
observes punctuation	1	2	3	⑦ 37%	⑪ 58%	① 5%
uses phonetic clues	1	2	3	⑩ 53%	⑧ 42%	① 5%
reads with enthusiasm-uses inflection	1	2	3	② 11%	⑬ 68%	④ 21%
shows interest-enthusiasm for reading	1	2	3	④ 21%	⑫ 63%	③ 16%

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ORAL READING OBSERVATION FORM

Name Site C Date January

Item read by student (book, poem, textbook, Reader's Theatre, etc.) __________

As child reads, use the rating scale below to indicate the childs' strengths and/or weaknesses:

1 = consistently demonstrated 2 = occasionally 3 = emerging

				1	2 Comments	3
reads fluently	1	2	3	20%	75%	5%
reads for meaning	1	2	3	50%	50%	
uses context and/or picture clues	1	2	3	70%	30%	
self-corrects	1	2	3	50%	50%	
keeps his/her place	1	2	3	75%	25%	
observes punctuation	1	2	3	35%	65%	
uses phonetic clues	1	2	3	75%	25%	
reads with enthusiasm-uses inflection	1	2	3	35%	65%	
shows interest-enthusiasm for reading	1	2	3	80%	20%	

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